DOCUMENT RESUME

ED 365 052 EC 302 677

AUTHOR	Roger, Blair; And Others
TITLE	Schools Are for All Kids: School Site Implementation. Level II Training. Participants Manual.
INSTITUTION	San Francisco State Univ., CA. California Research Inst.
SPONS AGENCY	Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE	19 Feb 92
CONTRACT	G0087C3056-88
NOTE	149p.; For related material, see EC 302 678-679.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	Cooperative Learning; *Disabilities; *Educational Planning; Elementary Secondary Education; Group Dynamics; Grouping (Instructional Purposes); Individualized Education Programs; Inservice Teacher Education; *Leadership Training; *Mainstreaming; Participative Decision Making; Postsecondary Education; *Program Development; School Restructuring; Social Integration; Staff Role; Teacher Role; Teamwork; Workshops

ABSTRACT

This training manual for a 2-day workshop was developed from the perspective that a fully inclusive society will evolve only if there are schools which embrace all children, including those with disabilities. Each participating team first considers their school's current goals and progress made towards full inclusion, and then establishes goals and identifies strategies and resources to support continued movement towards full inclusion. Objectives in Section I of the training manual involve identifying and describing key components of integration, a rationale for school restructuring, the role of the school site integration task force, and the role of the integration facilitator, and team teaching and peer coaching strategies. Section II focuses on group skills, leadership and participatory management, decision making, conflict management, effective meetings, student placement, and systems change. Section III covers educational goals for students with severe disabilities, curriculum adaptation, student grouping strategies, cooperative learning strategies, and factors which facilitate integration. Section IV addresses the Individualized Education Program, functional assessment, team action plans, a common vision for integration, and establishment of an individual school site integration plan. The manual provides background information, self-evaluation questionnaires, group and individual learning activities, and note-taking guides. (Contains 18 references.) (JDD)

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SCHOOLS ARE FOR ALL KIDS: SCHOOL SITE IMPLEMENTATION LEVEL II TRAINING

PARTICIPANTS MANUAL

ED 365 052

Sponsored by:

The California Research Institute
A Federally Funded Research and Technical
Assistance Project on the Integration
of Students with Severe Disabilities

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EC 302677

This program was developed by the California Research Institute, funded by the Office of Special Education and Rehabilitation cooperative agreement number G0087C3056-88. The information presented herein does not necessarily reflect the position or policy of the United States Department of Education and no official endorsement should be inferred.

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ACKNOWLEDGEMENTS

Several individuals offered guidance, insight, technical assistance and support during the design of SCHOOLS ARE FOR ALL KIDS: SCHOOL SITE IMPLEMENTATION. We would like to express sincere thanks to the following individuals for their contributions.

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INTRODUCTION

SCHOOLS ARE FOR ALL KIDS
SCHOOL SITE IMPLEMENTATION

AGENDA DAY 1

INTRODUCTION:

Introduction Activity
What Makes a Class Work? Activity
Format & Philosophy of Program
Overview Workshop Objectives
Overview Parameters of Inclusive Programs (Mini Lecture & Discussion)

SECTION I:

Overview Objectives
Jigsaw Activity – Strategies for Building Inclusive Schools
Circle of Friends Activity
Kids Belong Together – Video
Team Prioritizing and Planning Activity
Lunch

SECTION II:

Overview Objectives
What's Wrong With This Picture?
Roles in the Integration Process
Making Meeting Work
Student Planning Team Meeting
School Site Team Planning
Strategies to Facilitate Change Activities
Closure Activity

ACTIVITY
CHARACTERISTICS IDEAL CLASSROOM

Take 5 minutes to brainstorm the characteristics of an ideal classroom (what's going on to make it "work") with your group. Share your ideas with the large group.

PHILOSOPHY OF PROGRAM

The training has been developed from the prospective that a fully inclusive society will evolve only if we have schools which embrace all children. The program attempts to establish this vision as a goal. However, care has been taken to assure that no participant is made wrong because his or her school isn't more fully integrated. This is accomplished by asking each team to first consider their school's current goals and progress made towards full inclusion and then to establish goals, identify strategies and resources which will support their continued movement towards full inclusion. Thus all teams can be successful in the program.

The program has been developed from the point of view that workshop attendees must be active participants in their own learning. Application of the skills and attitudes in the program will be most likely when participant teams make realistic plans together, form a group commitment to realizing those plans and are assisted in locating the resources to support them.

PROGRAM OBJECTIVES
SCHOOLS ARE FOR ALL KIDS
School Site Implementation
Level II Training

Participants will:

1. Increase instructional leaders' awareness of principals regarding the universal advantages of integrating students with mild to severe disabilities into their school sites.
2. Develop the commitment to the concept of equal access to learning for all students.
3. Identify new roles for special and general educators as instructional leaders for all kids.
4. Develop plans to implement integrated programs in home schools.
5. Increase their knowledge of effective practices, models and resources for implementing the integration of students with mild to severe disabilities into their home schools.
6. Identify specific strategies for team-building and developing collaboration between general and special educators and parents to ensure that all students meet their educational goals and objectives in the least restrictive environment.
7. Identify curricular and instructional adaptations for the delivery of effective programs for all students.
8. Identify strategies specific to the development of their school site plan for restructuring special and general education service delivery to provide quality education for all children.
9. Increase their knowledge of systems change and strategies for facilitating personal and organizational growth.
10. Increase commitment and identify strategies to develop schools and classrooms with a sense of community, a belief that everyone belongs, is welcomed and has gifts and talents to offer.

WORKSHOP OBJECTIVES ACTIVITY

1. Which goals listed here are you most familiar with?

2. The goals that interest me most and or will probably provide me with the most information are?

THE PATH TOWARDS FULL INCLUSION
AN OVERVIEW OF INTEGRATION

NOTE TAKING PAGE FOR LECTURE & GROUP DISCUSSION

WHAT IS INTEGRATION?

INTEGRATION IS:

1. All children learning in the same schools with the necessary services and supports so that they can be successful there.
2. Each child having his or her unique needs met in integrated environments.
3. All children participating equally in all facets of school life.
4. An integral dimension of every child's educational program.
5. Labeled and nonlabeled children having facilitated opportunities to interact and develop friendships with each other.
6. A new service delivery model for special education which emphasizes collaboration between special education and general education.
7. Providing support to general education teachers who have children with disabilities in their classrooms.
8. Children learning side by side even though they have different educational goals.

*Adapted from Douglas Biklen

WHAT IS INTEGRATION?

INTEGRATION IS NOT:

1. Dumping children with challenging needs into general education classes without the supports and services they need to be successful there.
2. Trading the quality of a child's education or the intensive support service the child needs for integration.
3. Ignoring each child's unique needs.
4. Sacrificing the eduction of typical children so that children with challenging needs can be integrated.
5. All children having to learn the same thing, at the same time, in the same way.
6. Doing away with special education services or cutting back on special education services.
7. Expecting general education teachers to teach children who have challenging needs without the support they need to teach all children effectively.

*Adapted from: Douglas Biklen

A LOOK AT FULL INCLUSION ACROSS AGE GROUPS

Infant Through Preschool Age	• Integrated Daycare & Pre-School Programs
Early Elementary School Age	• Home School General Education Classroom
Intermediate & Middle-School Age	• Home School General Education Classroom(s) • Community Based Instruction • Vocational Instruction on Campus & in the Community
High-School Age	• Home School General Education Classrooms • Community Based Instruction • Integrated Work • Transition Planning
Post-Secondary Age	• Community College Campus • Integrated Work • Training for Community & Independent Living Skills

Sailor, W., et al. (1989). Comprehensive local schools: Regular education for all students with disabilities. Baltimore: Paul H. Brookes.

CHARACTERISTICS OF EFFECTIVE SCHOOLS

* Safe, Orderly, and Positive Learning Environment
* Strong Instructional Leadership
* High Expectations
* Clear School Mission
* Opportunities to Learn and Time on Task
* Frequent Monitoring of Student Progress
* Parental and Community Involvement
* Curriculum Continuity
* Multi-cultural Education

"The process toward integration has followed a well-worn path traveled by several generations of people classified as disabled in nearly the same sequence of graduated steps experienced by several generations of black students. The process seems to have been: identify, categorize, separate, equalize, integrate. The process for blacks was called desegregation: for people with disabilities it is called integration."

Sailor & Guess, 1983

Section I

A strong and sturdy foundation is needed to begin construction of any building in order to ensure its stability and longevity. Any shortcuts or compromises in design or materials will surely jeopardize the safety and effectiveness of the structure in the long run.

When building an inclusive school to meet the needs of all students certain characteristics, commitment, leadership and philosophy need to be in place to create that "sense of community." The "foundation" for creating an inclusive school will be discussed in this section. We will begin by exploring key components of an inclusive school.

Strategies to support teachers and students in inclusive schools will be discussed. Support networks within a school provide the teachers, students, and staff with the assistance they need to teach, learn and work together effectively. Teams are developed to aide in consultation, collaboration, problem solving and student program development. Students and parents are important contributing members to a networks of support. Finally we will discuss the utilization of resources in place at your school and begin to identify new resources.

Objectives:

1. Describe key components of Integration.
2. Describe a rationale for the restructuring of schools.
3. Describe key components of classrooms that "work."
4. Identify the role of a school site integration task force and a students centered team in promoting integration and inclusion in general education.
5. Identify team teaching and peer coaching strategies.
6. Describe the role of the integration facilitator in your school.
7. Identify strategies to utilize peers in your school, including mapping Circle of Friends, peer tutors and peer buddies.

ACTIVITY

SUPPORT NETWORKS
STRATEGIES TO SUPPORT STUDENTS AND TEACHERS IN DEVELOPING INCLUSIVE SCHOOLS

Number off from one to six in your school site team. Join workshop participants who have the same number to form an expert group. Take the next 25 minutes to complete your reading and discuss with your expert group how you can best present the information back to your school site team. Include personal examples of how you have seen this strategy work effectively.

Return to your school site team and take the next 40 minutes for each expert to share strategies with the team.

NOTE TAKING GUIDE
STRATEGIES FOR BUILDING INCLUSIVE SCHOOL

SCHOOL SITE INTEGRATION TASK FORCE (1)	PEER TUTORS, PEER BUDDIES, AND FRIENDS (2)
SUPPORT FACILITATOR (3)	INSTRUCTIONAL PLANNING TEAM (4)
MAPPING PROCESS (5)	TEACHING TEAMS (6)

(1)

SCHOOL SITE INTEGRATION TASK FORCE

A school site integration task force brings people together to work collaboratively to develop plans for creating an inclusive school. In some school buildings, a school site planning team that provides direction and leadership already exists. In these situations, it is most efficient to infuse integration as an agenda item for this pre-existing team and develop a sub-committee or task force of the existing planning team rather than create a new structure.

Membership of the task force should include at least key parents, key general and special education teachers, and the building administrator. The participation and or input of individuals who are responsible for implementation as well as individuals who are willing to solve problems in a positive and creative manner should be encouraged. Recruitment of individuals who are respected by their peers and are representative of various factions within the school facilitates communication and feedback from the larger school community.

Achieving change requires bringing people together – collaborative teamwork. Maintaining change requires including in the planning process the people responsible for implementation, so that ownership is instilled and a base of support is built. A participation approach to change has the advantages of ownership, group problem solving, division of labor, and greater connections facilitative of building constituencies (York & Vandercook, 1989).

In addition to serving as a general advocacy group for integration, the purpose of the task force is to help all individuals involved with the school gain a better understanding of the why and hows of developing and maintaining an integrated, caring, and inclusive school community. To do this the task force is often charged with several duties. One is to gather background information in the from of books, articles, and videotapes on the subject. These can be recommended to and shared with school personnel, students, parents, and school board members. A special section of the school library might be designated to maintain all the materials gathered. Also, when gathering background information, key task force members or other school personnel may want to visit inclusive schools in one's own or nearby school district and organize attendance at professional conferences and workshops on full inclusion strategies.

A second purpose of the task force is to organize and conduct information sessions for parents and school personnel where people knowledgeable and experienced in full integration can discuss reasons and provide suggestions as to how it might be accomplished. It is important that the key people invited to share information have direct experience in full-time regular class integration. Usually a combination of parents, students, teachers, and administrators from a school system that has successfully integrated their classrooms can be more "believable" and effective than hearing only from "experts." Some schools have the same information sessions for parents, educators, students and administrators, which involves everyone "sitting down together" rather than each group communicating only among themselves. Use of outside consultants should be exercised cautiously so that building site personnel do not consider themselves lacking the competence to implement change or lacking control over the change process.

A third purpose of the task force is to establish an integration plan based on a school site needs assessment that identifies specific goals and objectives for achieving full inclusion. This plan usually includes how the resources and professional and nonprofessional personnel in special and general eduction can be utilized to provide reduced teacher/pupil ratios, team teachers, consultants, teacher aides, and support facilitators in the mainstream of regular education. In addition, the integration task force can assist in developing an inservice plan on strategies which facilitate full inclusion (e.g. cooperative learning, peer programs, student planning teams, ability awareness education, etc.). Finally, the integration task force should develop a process for ongoing evaluation of the integration plan.

By establishing such a task force to help achieve inclusive schooling, community members, students, and a variety of personnel within a school can become involved and take ownership and pride in achieving a fully integrated school.

Adapted from:

York, J. & Vandercook, T. (1989). Strategies for Achieving an Integrated Education for Middle School Learners with Severe Disabilities. In York, J., Vandercook, T., Macdonald, C.,& Wolf, S. (Eds.) (1989). Strategies for Full Inclusion. Minneapolis: University of Minnesota, Institute on Community Integration.

Stainback, S. & Stainback W. Inclusive Schooling. In Stainback, W. & Stainback S. (Eds.) (1990). Support Networks for Inclusive Schooling. Baltimore, Maryland: Paul H. Brookes Publishing Co.

(2)

PEER TUTORS, PEER BUDDIES, AND FRIENDS

Thousand and Villa discuss instructional practices utilizing "peer power" as a major resource which can facilitate the eduction of all learners within regular education. "In our estimation, peer power is a key variable in meeting the needs of a diverse student population within general education settings."

Peer tutoring partnerships are a cost-effective way for teachers to increase the amount of individualized instructional attention available to select or all students within their classrooms (Armstrong, Stahlbrand, Conlon, & Pierson, 1979). By using same-age and cross-age tutors, teachers can add instructional resources to the classroom without adding additional adult personnel.

Peer tutor systems. Same age and cross-age peer tutoring systems are two forms of peer power upon which heterogeneous schools need to capitalize. In a review of the literature regarding peer tutoring, Pierce, Stahlbrand, and Armstrong (1984) have cited the benefits of peer tutoring to tutees, tutors, and instructional staff. What follows is a discussion of some of these benefits.

Benefits to tutees. Clearly, students who receive tutoring receive increased individualized instructional attention as a consequence of the one-to-one teaching arrangement with a peer; and research has consistently demonstrated that students make significant academic gains as a result of tutorial sessions with same-age or cross-age peers. Additionally, there is the opportunity for a positive personal relationship to develop between the tutor and the tutee; and the tutor may become a positive role model, demonstrating interest in learning and desirable interpersonal skills. Finally, success experienced by the tutee in the tutorial situation promotes enhanced feelings of self-esteem (Pierce et al., 1984).

Good and Brophy (1984) have suggested that peers trained as tutors may be more effective than adults in teaching particular content such as mathematical concepts (Cohen & Stover, 1981). They further speculate that their superior effectiveness lies in their tendency to be more directive than adults; their familiarity with the material and their resultant understanding of the tutee's potential frustration with the materials, and their use of more meaningful and age-appropriate vocabulary and examples.

Benefits to tutors. There is an old adage, "If you can teach it, you know it." For the tutor, the act of teaching and the preparation required to effectively teach a concept or skill can lead to a higher level of reasoning and a more indepth understanding of the material being taught (Johnson, Johnson, Holubec, & Roy, 1984). Like the tutee, the tutor's self-esteem may be enhanced, in this case by assuming the high status role of teacher (Gartner, Kohler & Riessman, 1971). The social skills of the tutor also may be increased as a direct result of the modeling, coaching and role playing of effective communication skills (e.g., giving praise, giving constructive criticism) they are expected to use in tutorial sessions (Pierce, et., 1984).

Arranging peer tutoring systems. Peer tutoring systems can be established within a single classroom or across an entire school. Systems which have been demonstrated to be effective have well-developed strategies for recruiting, training, supervising and evaluating the effectiveness of the peer tutors (Cooke, Heron, & Heward, 1983: Good & Brophy, 1984, Pierce, et al., 1984). Frequently, the tutor and supervising teacher formulate and sign a contract which spells out in detail the performance expectations of the tutor and the supervisor. At the high school level, courses have been taught and credit has been given for peer tutoring activities.

Peer support networks and peer buddies. Historically some students, particularly student with disabilities, have been excluded from certain aspects of their school life (e.g., school clubs and other co-curricular activities, school dances, attendance at athletic events). Peer support groups or networks have been established in some schools and have proven to be effective in enabling these students to participate more fully in the life of their schools.

The purpose of a peer support network is to enrich another student's school life. Peer support networks are comprised of students who have volunteered, been recommended by teachers or counselors, or been recruited by other students in the network to serve as "peer buddies." Students and school personnel have stressed the importance of trying to include as peer tutors those students who are active in school activities or who are perceived as having "high social status" among their peers. Peer support networks are effective because the peer buddies are active in school activities and have a social network and therefore, can facilitate the introduction, inclusion and active involvement of students who typically might not be invited or volunteer to participate in non-academic school functions.

Peer buddies are different from peer tutors in that their involvement with other students is primarily non-academic. The diversity of support which peer buddies can provide other students is limitless. For example, a peer might assist a student with physical disabilities to use and get items from her locker, "hang out" in the halls with a student before or after classes, or walk to classes. A peer buddy might accompany a student to a ball game after school or speak to other students, teachers or parents about the unique physical, learning, or social challenges that they see their friend facing and meeting on a daily basis.

The benefits of peer tutoring programs cited above also apply to peer support systems. Peer buddies assist the person with whom they are paired and the larger school community to acquire skills to more effectively communicate and interact socially with one another. Peer support networks have helped to make heterogeneous schools places where students' learning is expanded to include an understanding of one another's lives.

Peer membership on instructional planning teams. Peers also have proven to be invaluable members of instructional planning teams for students with disabilities. They are particularly helpful in identifying appropriate social integration goals to be included on a student's instructional planning team. A special education administrator who routinely includes peers in IEP development has stated:

"Although we have emphasized socialization and inclusion for years, it never really took off until we turned to the students and asked for their help. We previously were leaving out of the planning process the majority of the school's population" (DiFerdiando, 1987).

Friendships and supportive relationships. Supportive relationships and friendships may range from simple, short term events, such as saying hello in the hallway or one student helping another find his or her way to the cafeteria or with a homework assignment during study hall, to more complex, long-term relationships where two or more students "hang out" together, socially interact, and freely help and assist each other inside and outside of school. It should be noted that most people agree that supportive relationships and friendships are highly individualistic, fluid and dynamic, vary according to the chronological age or the participants, and are largely based on free choice and personal preference. They cannot be easily defined and programmed: and they certainly cannot be forced (Perske & Perske, 1988). However, this does not mean that they cannot be facilitated and encouraged by sensitive educators and parents (Stainback et al., 1989).

Proximity. Research has indicated that a critical variable in peer support and friendship development is proximity (Asher & Gottman, 1981). That is, if a student without friends is to gain the support and friendship of other students, he or she must, at the very least, have the opportunity to be with other students. There are a number of activities that can provide opportunities for a student lacking friends to be with other students. One is to help the student needing friends become involved in extracurricular activities of his or her choice in which other class members participate, such as band, photography club, and/or pep rallies. Arranging peer tutoring, buddy systems and cooperative learning can also be useful in providing opportunities for an isolated student to get to know classmates.

Encourage support and friendship development. School personnel can encourage students to build peer relationships with one another by involving students in thinking about supportive relationships and friendships as part of the curriculum. Some students may need specific instruction in identified social skills. It is important to remember that this instruction will be most effective if it is provided in the natural environments and activities where these skills are used with their peers. Many teachers believe that social interactions and potential friendships tend to develop among students who understand and respect each others' differences and similarities (Stainback et al., 1989). One way to foster this understanding in the classroom is to infuse information about individual differences and similarities into existing reading materials; health and social studies classes, and extracurricular activities such as assembly programs, plays, school projects, service activities, and/or clubs.

Possibly the most important way to promote supports and friendships among students is to be a good model. Teachers must communicate to students through their behavior that every student is an important and worthwhile member of the class. To be a good model, it is essential to indicate acceptance and positivity toward all class members.

Adapted from:

Gartner, A., & Lipsky, D.K. (1990). Students as instructional agents. In W. Stainback & S. Stainback (Eds.), Support networks for inclusive schooling. Baltimore: Paul H. Brookes.

Stainback, W. & Stainback, S. (1990). Facilitating peer supports and friendships. In W. Stainback & S. Stainback (Eds.), Support networks for inclusive schooling. Baltimore: Paul H. Brookes.

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SUPPORT FACILITATOR

While there are many individuals within a school who can provide support to each other (e.g., teacher, specialists, aides, students), there is no individual responsible for facilitating supportive relationships and/or other supports that may be needed. As the supportive roles are recognized and developed, there is a need for personnel knowledgeable in the facilitation of supportive relationships to work with regular classroom teachers and students to organize, coordinate, and promote the variety of supports needed. This role could be assumed by former special educators, consultant, supervisors, or other educators interested in assisting classroom teachers to coordinate support networking. This individual is called the integration specialist, special education teacher, resource specialist, special education case manager, and support facilitator depending on what state, city or district they live in. The responsibilities vary almost as much as the names as this position is developing to meet the needs of each individual student, school and district.

The support facilitator's role can be defined as carrying out a three step process. The first step is identifying with regular classroom teachers and students the types of informal supportive relationships and/or professional supports they would like to have. This includes discussing with and helping teachers and students become aware of the various support options available. The second step is collaborating with teachers and students in determining those supports they need in their classroom. During these two steps, the support facilitator should listen to and jointly identify with the teachers and students possible supports. The process of jointly gathering information, defining the problem to be addressed and identifying supports is fundamental to the third step, which is assisting in organizing and implementing those supports deemed most likely to be appropriate or worthwhile. It is important that teachers and students be inherently involved in the selection, development, and implementation of the supports since ownership of the support(s) by teachers and students is essential for a collaborative venture to work (Conoley & Conoley, 1982; Idol-Maestas, Nevin, & Paolucci-Whitcomb, 1984; Schowengerdt, Fine, & Poggo, 1976). It should be noted that collaboration means that the support facilitator, teacher, students, and other school personnel work together cooperatively with no one assuming an expert, supervisory, or evaluator role. At any given time any person may assume leadership or be the giver or receiver of information. It depends on who has the expertise at the given time or in a particular situation.

The skills needed by the support facilitator are similar to those skills needed by educational consultants, which include providing technical assistance, coordinating programs, and communicating with other professional, parents, and students (Goldstein & Sorcher, 1974). However, the difference between the support facilitator and the educational consultant lies in the nature of the technical assistance provided. The technical assistance provided by the educational consultant is based on the premise that the educational consultant has acquired mastery of the educational process (i.e., assessment, planning, implementation, and evaluation) appropriate for mainstream settings (Heron & Harris, 1987; Idol et al., 1986; Idol-Maestas, 1983; Rosenfield, 1987). The technical assistance provided by the support facilitator is based on the premise that the support facilitator knows the structure, how to implement, and the effectiveness of various support options, is informed regarding the availability of support options, and is able to assist teachers and students in selecting the most appropriate options for a given situation. The educational consultant provides support to teachers and students to enhance the instruction of students, while the support facilitator develops a network of supports to enhance the educational success and friendships of students. One support in that network may be the educational consultant.

The support facilitator needs a working knowledge of the support models and resources available that can be utilized to facilitate support networks to provide needed assistance in the mainstream. This involves an understanding of and how to informally facilitate natural supportive relationships among students, teachers, and others, as well as how to effectively use support models such as professional peer collaboration and the student planning team process.

Assessing and matching the needs of students and teachers to applicable support options and resources available is another skill needed to carry out the job of a support facilitator. To identify what assistance is required, the support facilitator needs experience in and knowledge of regular classroom curriculum, methodology, and programs and the ability to listen to what support regular classroom teachers and students believe they need to be successful. Once the needs of a teacher and/or student are determined, a support facilitator needs to work collaboratively with the classroom teacher and students to organize and operationalize those supports and resources deemed necessary. The support facilitator may act as a mediator or catalyst to promote communication and collaboration among those involved. They can be involved in such tasks as locating specialists, team teaching, and/or helping with the organization of assistance teams for teachers: and for students, they can be involved in facilitating peer tutoring, friendship development, and cooperative learning activities and the development. As support facilitators, they can interweave a network of varying supports into a comprehensive and coordinated support system.

Specific activities a support facilitator might do include:

1. Facilitate the establishment and coordination of a School Site Integration Task Force.
2. Establish a peer support committee – the peer support committee is classroom-based and usually made up of four to six students who work on ways of making the classroom a supportive, accommodating, positive learning environment to help all class members experience success, rather than determining how to solve a problem or difficulty for a particular student. The committee often becomes involved in organizing and participating in buddy systems, peer helpers, study partners, and "circles of friends" within a classroom.
3. Individual Student Planning Teams are made up of individuals who are involved with a student with disabilities on a regular basis. A major focus

of the team is to assist and provide support to a classroom teacher and or student. The support facilitator participates on this team and may be responsible for organizing and initial facilitation of the team.

4. Serving as a Team Teacher the support facilitator can teach in his or her curricular expertise area (e.g. learning/strategies and/or community based instruction) or simply assist the classroom teacher in an area where the classroom teacher has the major expertise. The support facilitator can also foster or enable cooperative or team teaching activities to occur among a variety of teachers in a school by freeing one teacher to team with another classroom teacher, thereby capitalizing on the expertise of colleagues within a school in a teaming capacity.
5. The support facilitator can serve as a curriculum analyst by breaking down curriculum into different levels to meet individual student needs and/or adding components or making adaptations to lessons which enable greater participation of students at different levels.
6. The support facilitator may locate specialists who are needed in an integrated classroom to address some difficult or complex educational needs or situations that a student or teacher might encounter. In addition, she may assist with communication and coordination between the specialist and the teacher and/or help organize a student's daily schedule to include time for instruction in a specialty area such as braille, mobility, etc.
7. Coordination between the school and the home is often critical to the quality of eduction that can be provided any student. A support facilitator can be instrumental in arranging for sharing of information between the home and the school. In addition, the support facilitator may provide support to parents in finding ways they can help their child(ren) operate effectively in the mainstream of school and community activities.
8. The support facilitator can be instrumental in locating materials and equipment needed by various teachers to address the diverse needs of their class members.

While it is true that many schools do not have all the resources they need, there are usually an array of financial, equipment and people resources available. There are also many teachers with expertise in a variety of areas, as well as the students themselves, volunteers, parents, counselors, and administrators. The job of the support facilitator is to help organize and coordinate all of these different resources into a comprehensive support network for teachers and students in the mainstream.

Adapted from:

Stainback, W. & Stainback, S. (1990). The support facilitator at work. In W. Stainback and S. Stainback (Eds.), Support networks for inclusive schooling. Baltimore: Paul H. Brookes.

Stainback S. & Stainback W. (1990). Facilitating support networks. In W. Stainback and S. Stainback (Eds.), Support networks for inclusive schooling. Baltimore: Paul H. Brookes.

"My child is not a salmon. She can't swim upstream... She can't get up your cascade... if she tries, she'll drown."

Parent of a 5-year old;
In response to special education
placement for her daughter
on the continuum of services.

(4)
STUDENT INSTRUCTIONAL PLANNING TEAM

The **purpose** of an Instructional Planning Team is to enable general and special education staff to work together to plan and implement comprehensive instruction for students with special needs in typical school and community environments.

The make-up of the team will depend on the student's needs but typically includes special and general educators, parents, sometimes the student, classmates, and other key individuals who provide support to the student. Other key individuals may include vocational specialist, therapists, school principal, etc. It is practical to establish a core team which meets and plans together on a regular basis and invites other support individuals to participate as needed. However, all individuals who support the student need to come together periodically to share the vision for the student, share success, monitor progress, re-evaluate and modify program as necessary and plan for transition.

The presence of the **student** at meetings serves as a constant reminder that the ability and willingness of the team to problem solve creatively and collaborate will impact the quality of a person's life and that the meeting of a team is not simply an academic exercise. Involvement of **family** members can assist in achieving continuity of programming over time. Educational priorities identified by family members should receive primary consideration. The **classroom teacher** has several primary functions including: 1) to view the individual as a member of the class rather than a visitor; 2) to contribute information about the classroom curriculum, instructional strategies, management techniques, routines, and rules; 3) to work collaboratively with the other team members in developing the educational program and in including the individual with his or her peers in typical classroom activities and routines; and 4) to provide a model of appropriate interaction and communication with the student, including recognition and acknowledgement of the positive attributes and contributions of the individual. The **special education teacher/support facilitator** with training in curricular and instructional adaptations and **related services personnel** with training in specific functioning areas (e.g. motor, vision, hearing) assume primary responsibility for adapting curriculum, materials, equipment, or instructional strategies such that the educational needs of the student can be met in the context of typical school and community environment. Support from personnel with specialized training could range from primarily consultation with the classroom teacher to a combination of consultation and direct intervention with the student and classroom activities. If the team decides that direct instruction by a professional support person is necessary, in most situations that instruction should occur in regular class settings and other typical school and community environments. Some students with high needs require, at least initially, an **instructional assistant** to be present in the regular class. If this is the case, the instructional assistant must collaborate as a team member. **Classmates** are the experts on formal and informal demands and opportunities of regular school life. They play a key role in supporting one another. As contributing members of individual student planning teams, classmates provide the evidence that students with high needs can be accepted, valued and contributing members of the school community. A critical role of the building principal is to demonstrate support of collaborative teaming by setting an expectation that teachers will collaborate, providing incentives for collaboration, promoting training on efficient team planning, and arranging for the time necessary to plan.

The student planning team works to identify strategies for integrating IEP goals into general classroom, integrated community and work activities. Team responsibilities include:

1. Identifying current and future integrated school and community environments in which student participation is desired.
2. Specific goals and objectives which target behaviors for instructional emphasis within activities in each environment are generated by the team.
3. The team then develops individualized supports and adaptations to ensure success therein.

The challenges presented by these students have led to creative solutions and the development of a planning and decision-making process for meeting IEP goals in integrated activities and environments.

Essential for effective team work is recognition that quality integration requires ongoing team problem-solving. Teams must meet on a regular basis. No one individual is solely responsible, the team shares in solving problems as well as celebrating success.

The successful operation of the team depends on the skillful use of the essential components of cooperative group structure (i.e., face-to-face interactions, individual accountability, positive interactions, individual accountability, positive interdependence, and individual and small group interpersonal skills). Responsibilities are assumed based on interest and skills of team members and may be permanent or rotated. Other responsibilities which are important include the following:

1. Planning, providing and evaluating specialized instruction in all educational settings.
2. Planning for merging special education and general education services.
3. Monitoring student progress on IEP goals.
4. Scheduling and coordinating information between consultants, related service providers, and all other educational team members.
5. Ensuring positive communication with parents.
6. Ensuring that others in the student's environments learn to interact with the student.
7. Ensuring that all persons who will provide direct instruction to the student are adequately trained.

Scheduling a regular time seems to work best so team members can plan for the meeting. Meetings are essential for colleagues to creatively plan and problem solve together, to share and learn from each other, and to collaboratively respond to each student's needs. Scheduling more often and for longer meetings may be needed at first until the team becomes comfortable and efficient with the process. There are several strategies for making planning time available, such as, team teaching to cover classes, rotating substitutes, excusing regular education teachers with special education responsibilities from duties, and including regular planning time into the general school schedule for all staff. Meetings will take less time and be more productive if a specific agenda is planned, leadership roles are distributed to ensure efficiency and meeting minutes are taken.

Adapted from:

York, J., & Vandercook, T. (1989). Strategies for achieving an integrated education for middle school learners with severe disabilities. In J. York, T. Vandercook, C. MacDonald, & S. Wolf (Eds.), Strategies for full inclusion. Minneapolis, MN: University of Minnesota, Institute on Community Integration.

Vandercook, T., & York, J. (1990). A team approach to program development and support. In W. Stainback & S. Stainback (Eds.), Support networks for full inclusion. Baltimore: Paul H. Brookes.

(5)

MAPS:

THE McGILL ACTION PLANNING SYSTEM

A planning process used to facilitate
full participation for children with
challenging educational needs

INTEGRATED EDUCATION: MAPS to Get You There

Terri Vandercook and Jennifer York

The McGill Action Planning System (Maps) (Forest, Snow, & Lusthaus, in press) is a positive and affirming process that assists a team of adults and children to creatively dream and plan, producing results that will further the inclusion of individual children with labels into the activities, routines, and environments, of their same age peers in their school community. The principles underlying and guiding the process include: (1) **integration**, (2) **individualization**, (3) **teamwork and collaboration**, and (4) **flexibility**.

The MAPS planning typically occurs in one or two sessions. Participants are arranged in a half circle, with the facilitator positioned at the open end of the circle. The information and ideas generated during the process are recorded on large chart paper which serves as a communication check during the session and as a permanent record when the planning is finished. The role of the facilitator is to elicit participation of all team members in the collective design of an integrated school and community life for the individual student.

The following are the seven questions which comprise the MAPS process:

(1) ***What is the individual's history?***

Aside from the individual for whom the planning is occurring, family members are the most important members of the circle because they typically know the individual better than anyone else. Because of this, family members, and the individual to the greatest extent possible, are asked to spend a few minutes talking about the individual's life history, including some of the milestones.

(2) ***What is your dream for the individual?***

This question is intended to get people to develop a vision for the individual's future, to consider what they want for that person, and to look beyond the current reality. Those dreams can become reality if there is a common commitment to strive for them. The dream question forces team members to identify the direction they are heading with the individual; only then can specific plans to be made for realizing the vision. This is not to say, however, that the vision, plans, or expectations are set in concrete; they will be challenged continually as more is learned about how to facilitate inclusion in the school community and as positive outcomes are realized. Depending upon the age of the individual, it may be difficult to dream for them as an adult; if that is a problem, team members can be encouraged to think just a few years ahead.

(3) ***What is your nightmare?***

This is a very difficult question to ask the parents of any child, yet an extremely important one. The nightmare presents the situation that the members of the individual's team and others who care for him or her must work very hard to keep from happening. Parents frequently relate the nightmare as a vision of their child being alone.

(4) ***Who is the individual?***

Everyone in the circle participates in responding to this question. The participants are asked to think of words that describe the individual, i.e., what comes to mind when they think of the person? There are no right or wrong words. Participants take turns going around the circle until all thoughts have been expressed. Participants can pass if nothing comes to mind when it is their turn to supply a descriptor. When the list is complete, the facilitator asks certain people, usually family and peers, to identify the three words from the list that they feel best describe the individual.

(5) ***What are the individual's strengths, gifts, and abilities?***

So often when educational teams get together, they dwell upon the things that the individual cannot do as opposed to identifying and building upon the strengths and abilities of the individual. The facilitator asks the participants to review the list which described the individual as a way to identify some of his or her strengths and unique gifts. In addition, they are instructed to think about what the individual can do, what he or she likes to do, and what he or she does well.

(6) ***What are the individual's needs?***

This question provides an opportunity for all the team members to identify needs from each of their unique perspectives. When the list of needs is complete, family, friends, and educators are asked to prioritize the identified needs. The list of assets and the identified needs are a primary basis for design of the educational program.

(7) ***What would the individual's ideal day at school look like and what must be dome to make it happen?***

Because MAPS is a process to assist teams to plan for the full integration of students with high needs into regular, age-appropriate classes, frequently attention to this question begins by outlining a school day for same-age peers who do not have labels. Next, the team begins to strategize ways that the needs identified in the previous question can be met in the context of the regular education day. Finally, initial planning occurs for the supports needed to achieve successful integration. As learners reach middle and high school age, the ideal school day will include instruction in both regular education and a variety of community instruction sites (e.g., home, worksites, stores, and recreation places).

The MAPS process provides a common vision and road map for all team members, enabling them to be supportive and effective in furthering the integration of learners with disabilities into regular school and community life.

EVERYONE BELONGS

With the MAPS Action Planning System

Marsha Forest
and
Evelyn Lusthaus

The movement to educate *all* children—even students labeled as severely or multiply handicapped—in ordinary classrooms with their brothers and sisters, friends and neighbors, has caught the imagination of parents and educators across Canada.

This momentum is founded on a simple, yet profound philosophy: *Everyone belongs*. In a system in which each belongs, the homeroom for *all* children is the ordinary classroom. Every child's education begins with placement in a regular classroom, with the necessary support services provided to the child and the regular class teacher. With this system, the use of special, self-contained classrooms is almost extinct. In the Waterloo Region Separate School Board, for example, which has a student population of approximately 20,000, very few children are served in self-contained classes. All the other children with special needs are learning alongside their age peers in ordinary classrooms.

In this article, a case study illustrates how this system works and introduces MAPS, a planning process used to facilitate full participation for children with challenging educational needs.

Carla Comes to School

In the spring of 1986, Danny and Sandra Barabadora and their daughter Carla came to their local school to register Carla for seventh grade. Carla was labeled severely mentally retarded, but her parents were requesting their local school to permit Carla to attend class with other children her age beginning the following September. The school board was the Hamilton-Wentworth Separate School Board.

The principal welcomed the family enthusiastically and told them how excited he was to have Carla in the school. He also admitted that he and his staff had a certain amount of anxiety about having a child with such challenging needs entering a regular seventh-grade class and that they wanted to do their best. They had previously integrated other children with special needs, but none whose needs were as challenging as Carla's appeared to be.

A meeting was set before the end of the spring semester to sit down and chat about the overall expectations for Carla's schooling. The principal, receiving home room teacher, and Carla's parents were there. The principal asked about the parents' expectations, explained the school program in general, and provided an overall picture of how Carla could fit in.

Just before school began in the fall, another short meeting was held with the principal, receiving teacher, and parents together with a team of other people who could be helpful. Because Carla had a mental handicap, a special education resource person was present; because her language was very limited, the speech and language resource people were there; because she was being integrated into the school, an outside consultant was invited to assist in the planning process.

Everyone agreed that the teacher, the other students, and Carla all needed to get to know one another for 2 weeks before any specific planning would take place. It was decided that Carla would follow the regular seventh-grade school day and the teacher would get to know her without an educational assistant present. At the end of the 2 weeks, another team meeting would be held.

On the first day, the teacher was exhausted and tense, but by the third day, he mentioned that he was "amazed at how much Carla could

Through MAPS (Map Action Planning System) children with challenging exceptional needs add to the quality of education for everybody.

do" and that he was getting to know her very well, particularly because the assistant wasn't there. Could he handle it for 2 weeks? Yes, as long as the team got together again after the 2 weeks.

During that time, the consultant approached Carla's class of peers to begin to build a "friendship circle" around her. This involved speaking honestly and directly to the students about why Carla was being integrated and what the students could do to be involved in the process. The consultant asked for volunteers to form a friendship circle around Carla, and the teacher selected 4 main actors from the 19 students who volunteered. A telephone committee was formed so that Carla would get one telephone call each evening from one of her new classmates. Carla had never before received her own phone call, but despite her limited language, she was able to communicate with her new friends.

MAPS: An Action Planning System

The team meeting was the beginning of a formal planning process for Carla's school program. The process they followed was based on a planning system developed at McGill University (Forest, Snow, 1987) called MAPS (Map Action Planning System). MAPS is a systems approach designed to help team members plan for the integration of students with challenging needs into regular age-appropriate classrooms. Members of the MAPS planning team for Carla included the existing planning team as well as her brothers and many of her new friends at school.

A unique feature of the MAPS planning team is the inclusion of children in the planning process. As the principal of Carla's school said, "If I hadn't seen it with my own eyes, I wouldn't have believed it." He was referring to the influence and power of student participation in the planning process. The inclusion of students is a key element in the MAPS process, for students are often the most underutilized resource in schools. The point of the planning process is to come up with a plan that makes good sense for the youngster with challenging needs. In our experience, students often understand this far better than adults, and without their presence on the team the results would not be as good.

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The meeting opened with a review of the events to date. Over all, it had been a good 2 weeks. The teacher, the class, and Carla had become acquainted with one another. Now it was time to focus on the seven key questions that are at the heart of the MAPS planning process.

What Is Carla's History?

This question is meant to give all team members a picture of what has happened in the student's life. Parents are asked to summarize the key milestones that have affected their child's life and schooling. For example, one key milestone in Carla's life was that she had been critically ill for about a year, hospitalized, and not expected to live. Someone from the family was with her day and night for over a year, which affected Carla's ability to be without her mother once she went back to school.

What Is Your Dream for Carla?

Parents of children with handicaps have often lost their ability to dream; they have not had the opportunity to think about what they want most for their children. This question restores the chance to have a vision based on what they really want, rather than what they think they can get. With this question, we tell parents: "State your dream. What vision do you have for your child in the future? Don't hold back. Say what you've never dared to say before. Forget reality for a while and *dream*."

Sometimes this is the first time professionals have ever had the opportunity to hear what parents hold in their hearts and minds for their children's future. It is important to listen. Carla's parents said they dreamed that Carla would be able to go to high school with her brothers, get a job, and one day live with some friends in the community.

What Is Your Nightmare?

The nightmare makes explicit what is in the heart of virtually every parent of a child with a handicap. Carla's parents said, "We're afraid Carla will end up in an institution, work in a sheltered workshop, and have no one when we die."

Who Is Carla?

The next question, "Who is Carla?", was meant to begin a general brainstorming session on Carla's characteristics, no holds barred. We went around the circle and asked everyone to state characteristics until all thoughts were exhausted. Examples of the responses to Carla's "Who" question follow.

- Is 12 years old.
- Is happy and smiling.
- Has two brothers.
- Lives with mom and dad.
- Is lively.
- Loves touch and warmth.
- Pulls her hair.
- Is playful.
- Is temperamental.
- Is inquisitive.
- Has a real personality.
- Is small.
- Has a good memory.
- Is fun to be with.
- Wants to be involved.
- Uses some words.

The facilitator asked the parents to circle the three words they felt best described Carla. Her mother circled "happy," "temperamental," and "real personality," while her father circled "aware," "memory," and "small." One of the teachers circled "temperamental," "small," and "memory." The students circled "personality," "small," and "lively." The rule followed was "No jargon, no labels; just describe how you see the person." The result was that the image of a unique and distinct personality emerged.

What Are Carla's Strengths, Gifts, and Talents?

This is a vital question, for all too often we focus on what a person's weak areas are. Many parents have problems with this because they have been focusing on negatives for so long. This question turns their focus to the positives. Carla's planning group responded as follows.

- She's a real personality.
- She's persistent.
- She has a good memory.
- She's inquisitive.
- She loves people.
- She's daring.
- She's a good communicator.
- She loves music.
- She can follow directions.
- She eats by herself.
- She dresses and undresses herself.
- She can turn on the VCR and use the tape recorder on her own.
- She washes her hands and brushes her teeth.

What Are Carla's Needs?

This question is very important. Needs vary according to who is defining them, so Carla's group was divided to get a variety of points of view. Their answers to the question follow.

According to her parents:

- Carla needs a communication system.
- She needs a way to express feelings and emotions.
- She needs to be independent.
- She needs self-motivation in starting things she presently cannot do.
- She needs to stop pulling her hair.
- She needs friends at home and at school.

According to her peers:

- She needs to be with her own age group.
- She needs to feel like one of the group.
- She needs to wear teenage clothes.
- She needs goop on her hair.
- She needs to have her ears pierced.
- She needs a boyfriend.

The teachers were in agreement with the parents on what Carla's needs were, but they added that she needs to fit in and be part of the group.

At the close of this exercise, four main needs were summarized: Carla needs friends at home and at school; she needs a communication system; she needs to learn to be more independent; and she needs to stop pulling her hair.

Carla's Ideal Day

To many, Carla would be defined as a severely to profoundly mentally handicapped student who should be segregated in a school or class for retarded students. To her receiving school, she was a spunky 12-year-old who should be attending seventh grade with her peers. The school had all the right ingredients: a cooperative family, a welcoming and cooperative school principal, a nervous but inviting teacher, and 27 seventh-grade students.

Thus, with a team approach, the idea that they did not have all the answers, and a spirit of adventure, the team started to create a plan. The teacher indicated that his main need was for an educational assistant at various times of the day and a program created by the special education resource people.

Now the team was ready to go step by step through the day and determine activities, goals, objectives, and environments. In many educational planning processes, goals and objectives stand outside the rhythm of the school day; they *should*, however, flow from the environment and be intertwined with the daily schedule and rhythm of the classroom. The goals and objectives for Carla were arranged around the following schedule:

8:40-8:45 a.m. The day begins. Carla arrives in a taxi and is met by Susie and some other children. Who is responsible for getting Carla from the taxi to the classroom? Volunteer: Susie.

8:45-8:55. Opening exercises. Carla will sit at her desk in the middle of the second row, sing "O, Canada," and participate in the beginning of the day.

8:55-9:30. Language arts period. Does it make sense for Carla to follow the seventh-grade program? Does it meet her needs? No. Can it be modified? No. Should she have her own program in the language and communication area? Yes. Where should this take place? In the room, at the side table where other students do individualized work. The educational assistant will carry out a program designed by the special education resource team to improve Carla's functional reading, writing, and speaking.

9:30-9:50. French. After much discussion, the team agreed that Carla enjoys French and that the French teacher welcomes her, but she should not stay for the whole period. She will stay 20 minutes for the conversational French portion of the class, songs, weather, and so forth. She will listen, learn to recognize French, and learn a few words. She can learn numbers and colors and point to some pictures in French. Carla's homeroom teacher and the French teacher will design this curriculum with the assistance of the special education resource person. No educational assistant is needed in this time slot.

9:50-10:10. Individualized computer program work. Carla will work on the computer with the educational assistant or by herself in the homeroom classroom where everyone else uses the computer. Programs will be developed in cooperation with the school district communications team.

10:10-10:25. Recess. Carla will get ready to go out with a volunteer circle of friends. They will make sure that she is not trampled.

10:30-11:00. The seventh-grade class has either French or communications. At this time a creative communication program developed by district personnel is being put in place for Carla. For example, one goal is learning to dial and talk on the telephone. The school principal has volunteered both his office and his telephone (no long distance calls).

11:00-11:20. Silent reading. Carla will choose library books and do silent reading along with her classmates. No extra help is needed other than that from peers.

11:20-11:50. Religion. Carla will have a modified program designed by her homeroom teacher and the special education resource teacher. No extra assistance is needed except for what other children offer. She will have tasks to complete along with the other students, but they will be at her level of performance.

11:50-12:30. Lunch. Carla will eat with a group of friends, and the assistant will be available, but out of sight. She will go out or stay in with her friends and listen to music or play as the rest of the group does.

12:30-1:00 p.m. Lunch hour continues. Carla will have some quiet time with the other students who read books or listen to music, tapes, records, or videos. She will be with a circle of friends (boys and girls).

1:05-2:05. Math. Carla will have a parallel math program and work with the educational assistant on learning to use the computer, and calculator, counting, numbers, shopping, and related skills.

2:05-2:20. Recess.

2:20-3:30. Rotary. It was agreed that this would be inappropriate for Carla, and here was where in-school work experience could be built in to her schedule. Carla, who likes plants, will work with the educational assistant in taking care of all the plants in the school. They will also buy seeds and start new plants, and in the spring they will plant them outdoors.

3:30. Dismissal. Carla's day is full, with a variety of environments, activities, and events. Both Carla and her parents like it. It will be revised and reviewed as needed. The overall objectives for communication, independence, and making friends are an integral part of the daily schedule.

Conclusion

Of course, providing Carla with a good education within the regular classroom means making a commitment of extra resources. This requires a change in perspective of the school system administrators so that special education personnel and resources can be used to support children in regular classrooms.

Such changes are occurring in school districts where administrators are, as George Flynn, Director of the Waterloo Region Separate School Board, put it, "committed to quality education for *all* children; this means *all* children attending school together."

Quality education means effective teaching of the 3R's, but it also includes emphasis on another R: *Relationships*. The philosophy that "everyone belongs" encompasses the children who have previously been told they do *not* belong. As they bring their gifts and special needs to regular classrooms and enter into relationships with their neighbors and classmates, they can add to the quality of education for everybody.

Reference

Forest, M., & Snow, J. (1987). *More education integration*. The G. Allan Rocher Institute, Toronto.

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15 - Larry, As His Friends See Him

Hamilton, Ontario—Sixteen-year-old Larry O'Brien's friends at St. Marys' High School had just finished getting to know him when I visited their room. They had taped large sheets of paper on the wall, and many student-inspired ideas had been written on them with a magic marker:

WHAT ARE YOUR DREAMS FOR LARRY?

— to have a social life
— to have a meaningful job he is happy doing
— to share a house or apartment with others his own age
— to have friends

WHAT COULD BE LARRY'S NIGHTMARES?

— no real friends
— no meaningful job
— to live with paid staff or in an institution

WHO IS LARRY?

— friendly
— charming
— aggressive
— romantic
— cheerful
— generous
— fun
— frustrated
— stubborn
— nonverbal
— grabby

LARRY'S NEEDS

— to learn to behave properly in the cafeteria
— to not grab people and things
— to get off the bus properly
— to communicate effectively
— to sit still and listen
— more guys
— to learn to match numbers
— to learn to count
— to be part of classes (gym, English, typing, art, math, drama, computers)

POSSIBLE JOBS

In the Community

— mailman
— bag boy in grocery
— garbageman
— take tickets at movie theater
— coat check man
— bellboy at hotel
— put food trays on wagon in hospital
— snack bar
— packaging/unpacking
— work with younger children
— work at nursing home

In School

— cut grass
— put cards in library books
— coat room at school dances
— pick up paper on school grounds
— work with janitor
  clean
  sweep
— in cafeteria
  put food out
  clean tables
— in office
  deliver messages
  staple papers
  put mail in slot
— fill pop machines

The students participate in regular planning sessions to produce charts on Larry's behalf. According to faculty members at St. Mary's, each session becomes more sophisticated, focused and relevant to Larry, the friend the students are getting to know better and better.

"Circle of Friends"
Robert Perske
Abingdon Press

(6)

TEACHING TEAMS

Traditionally, American schools have sorted and separated students into high, medium and low groups through heavy reliance upon segregated or pull out special and compensatory eduction service models, ability groupings, and tracking (Slavin, 1987). With the growing recognition of the inefficiency of the segregated educational service delivery models (Reynolds, Wang, & Walberg, 1987; Wang, Reynolds, & Walberg, 1988) and the call for the merger of general and special education (Stainback & Stainback, 1984; Will, 1986), a growing need has arisen to identify instructional arrangements and technologies that enable all students to be educated successfully together.

Schools and school districts which do educate all students in general education environments have done a variety of things to merge the instructional staff and resources of general and special education to meet the diverse educational and psychological needs of a heterogeneous student body. Some schools have dropped professional labels and distributed traditional job functions across a number of school personnel. All such schools have had to increase opportunities for teachers to meet and plan collaboratively on a regular basis. Some have created an inservice agenda expressly designed to build among all school staff a common conceptual framework, language and set of skills regarding the instruction of a heterogeneous group of learners (Villa & Thousand, 1988). Most schools also have established some types of team teaching arrangements among the general and special education faculty.

A teaching team is an organizational and instructional arrangement of two or more members of the school and greater community who distribute among themselves planning, instructional and evaluation responsibilities for the same students on a regular basis for an extended period of time. Teams can vary in size from two to six or seven people. They can also vary in composition as well, involving any possible combination of classroom teachers, specialized personnel (e.g., special educators, speech and language pathologists, guidance counselors, health professionals, employment specialists, instructional assistants, etc.).

The overall purpose for assembling teaching teams is to increase the potential for individualizing instruction and enabling all students to be educated with their same-age peers within local school, general education settings. With multiple instructors, there is increased grouping and scheduling flexibility (Olsen, 1968), greater opportunity to capitalize upon the unique, diverse, and specialized knowledge, skills, and instructional approaches of the team members (Bauwens et al., 1989), and a higher teacher/student ratio that allows for more immediate and accurate diagnosis of students needs and more active student participation in a variety of learning situations.

Central to the concept of teaching teams is the distribution of responsibility among team members for planning, instruction and evaluation for a common set of students. Effective teaching teams are the adult analogue of student cooperative learning groups; they are optimally effective when five basic elements are in place.

These five elements are: 1) frequent face to face interactions; 2) a positive "sink-or-swim-together" sense of interdependence; 3) small group social skills in leadership, communication, trust building, decision making, and conflict management; 4) periodic assessments of how well the group is functioning and how the group might do better in the future; and 5) clear individual accountability for personal responsibilities.

The following are examples of teaming practices which are being employed in schools which educate all of their students, including those with moderate and severe handicaps, in local school general education settings.

Two first-grade teachers share the same support personnel (i.e. speech therapist, special educator, teaching assistant), all of whom practice an "in class" rather than "pull out" service delivery model. The teachers were interested in having the flexibility of mixing their two classes of students in various instructional groupings throughout the day to increase individualization of instruction. Their classes are located side by side with a divider which can be opened when they combine their classes for specific activities throughout the day. By pooling their classes, they increase the amount of time that resource personnel are available to them and increase the teacher/student ratio during the reading and written language segment of the day, a time when resource support is provided. The establishment of this teaching team increases the number, diversity, and intensity of instructional supports available to them and to their students.

In another example of a first grade teaching team the teachers have not closed the divider between their rooms for 2 years. These teachers jointly plan and teach every lesson together. This team has arranged weekly and daily planning meetings that occur before, during, and after school hours. Each teacher maintains individual preparation time and is careful to be respectful of one another's need for this personal time and space. They share a lesson plan book and rotate large group and small group responsibilities for each subject area on a daily basis. Even though these teachers plan and instruct as a single unit, when it comes to assessing student progress and communicating with parents, they have made the decision that each of them is responsible primarily for the students (including all students with special education needs) who technically are listed on their class roster.

Another junior high teaching team includes teachers in the core content areas of math, science, social studies, English, and reading. During their daily preparation period they jointly plan for the assessment and monitoring of students' academic and social progress across content areas; meet with parents, students, and support personnel; coordinate the content of their student advisory periods; plan for assemblies and field trips; and integrate curriculum for particular units.

Two of the teachers on this team formed a smaller teaching team. One of the teachers is trained in science and the other in special education. They jointly plan, teach, and evaluate student performance for one period of the day. They have chosen to be a teaching team for philosophical and educational reasons. "We integrate our services so we can mainstream our students effectively" (N. Keller, personal communication, March 17, 1989). The teacher trained in special education states that, by being placed in the role of a classroom teacher, she now has a greater appreciation and understanding of the difficulty of instructing large groups of students. The science teacher, who prefers a discovery learning approach to science, has come to value more structured learning and disciplined approaches that have been modeled by her teaching peer.

A teacher at an elementary school who is trained in special education is a member of several very different teaching teams. One of her largest teams includes six members: a second grade teacher, a graduate student, an undergraduate student teacher, a compensatory education teaching assistant, a volunteer from the community "foster grandparent" program, and the special education teacher. This team works together primarily to coordinate reading and written language services for all of the students in this second grade class. Planning for reading and written language activities is done primarily by the classroom teacher, the special education teacher and the two student teachers during regularly scheduled meetings that occur before and after school. This core of four provides the other team members with the curriculum objectives, materials, and training in how instruction is to be delivered. All six members of this team provide direct instruction to small groups of students, and all are involved in monitoring student progress. The classroom teacher shares responsibility for evaluating students with the special and compensatory education personnel, but considers herself responsible for the quality of education that the students in this classroom receive. The second grade classroom teacher considers the students as the primary beneficiaries of the teaching team arrangement. Students receive supportive, specialized, and intensive instructional services without having to be evaluated, categorized, labeled, and pulled out of classroom.

The special education teacher also is a member of a fourth grade classroom team. The fourth grade teacher has six additional support people, including the special education teacher who rotates in and out of her classroom throughout the day. In this classroom the fourth grade teacher and the special education teacher have developed a peer tutor/partner learning system for delivering individualized instruction. The special education teacher provides no direct instruction in this classroom. Instead, she and the classroom teacher collaborate in training and supervising the peer tutors and instructional assistants. Through the use of cooperative learning groups and peer tutor/partner learning arrangement, this fourth grade teacher has included the students as members of one of the teaching teams operating in the classroom.

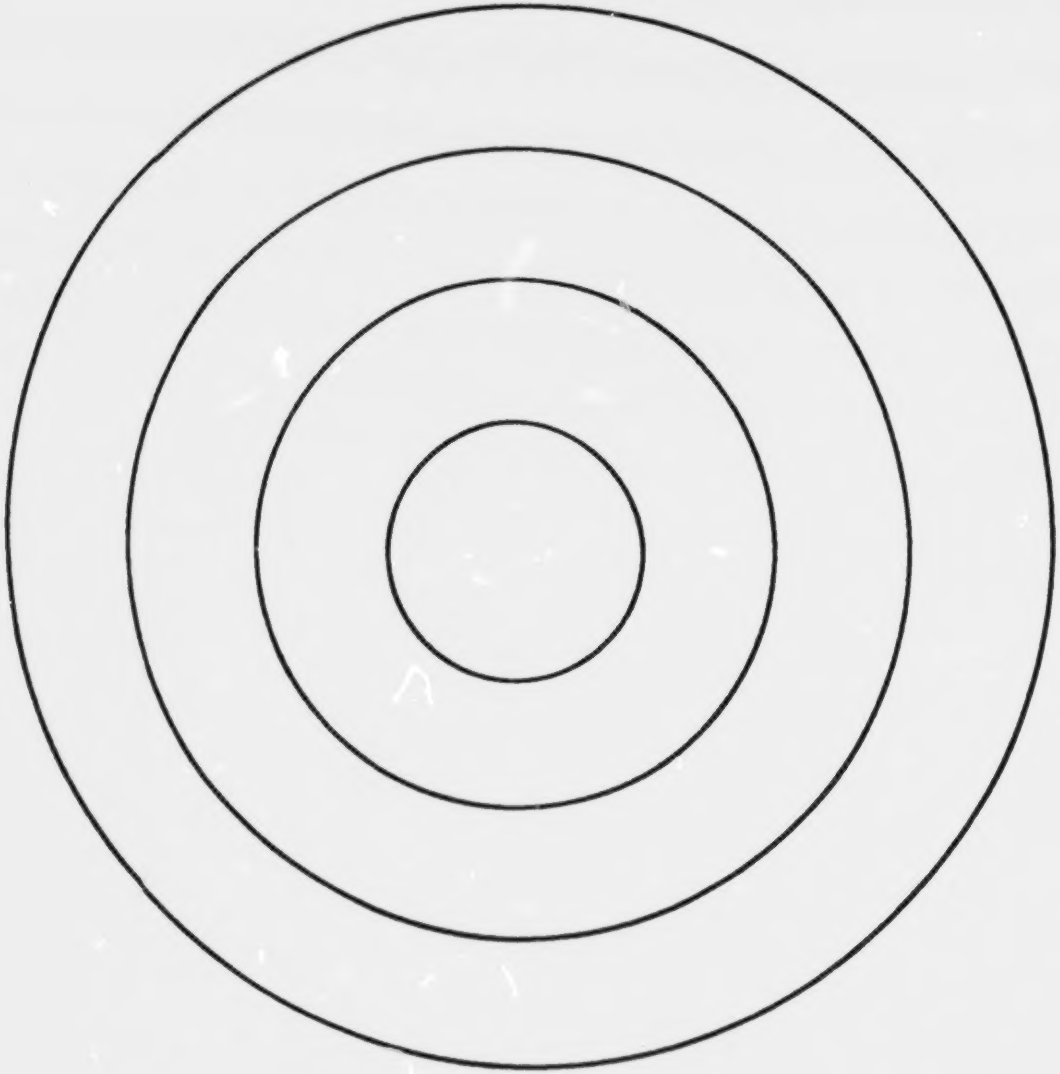
In addition, six of the fourth grade tutors are part of a teaching team with a first grade teacher and the special education teacher for the purpose of providing math review with first graders for 30 minutes on every other Wednesday. Each tutor works with a group of three to four first graders, allowing all students in the class to receive this individualized instructional experience. The special education teacher and the first grade teacher both supervise this team of cross-age peer tutors.

Teaching need not be a "lonely profession" (Sarason, Levine, Godenberg, Cherlin, & Bennet, 1966, p. 74); and the small group pull-out and special class arrangements of special and compensatory eduction need not be the solution to increasing teacher/student ratios, individualizing instruction, and accommodating for student differences. When members of the school community choose to pool their resources in creative combinations such as teaching teams, both teachers and students should more fully experience educational success and satisfaction of their basic human needs in a learning environment that is more inclusive for all concerned.

Adapted from:

Thousand, J.S., & Villa, R.A. (1990). Sharing expertise and responsibilities through teaching teams. In W. Stainback & S. Stainback (Eds.), Support networks for inclusive schooling. Baltimore: Paul H. Brookes.

Circle of Friends



Circle One

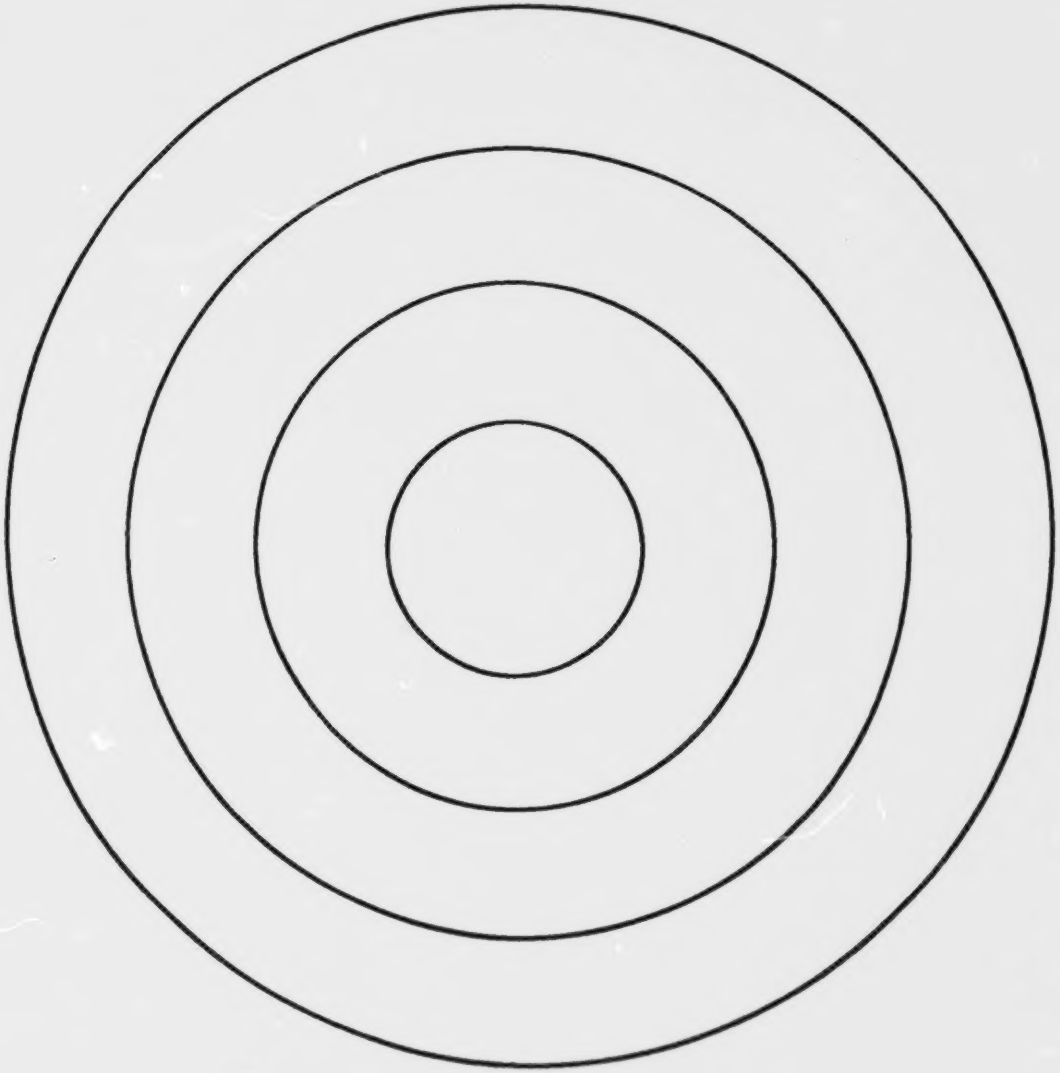
Circle Two

Circle Three

Circle Four

Forest/Snow 1987

Circle of Friends



Circle One

Circle Two

Circle Three

Circle Four

Forest/Snow 1987

CIRCLE OF FRIENDS

The Circle Exercise. The importance of good relationship and friendships in everyone's life cannot be overlooked. This exercise can be used to involve classmates in welcoming and getting to know the students with special needs by allowing the classmates to experience the importance of relationships and friendships.

•Ask students to identify important relationships in their lives by putting people's names in each of four concentric circles. Students may choose to keep their responses private.

- "In the center circle, put the names of the people closest to you; The people you love and count on most."
- "In the second circle, put people you really like and count on, but not quite as much as those you put in the first circle."
- "In the third circle, put groups of people you know and like to do things with, like Scouts, swimming, sports, clubs, and so on."
- "In the fourth circle, put people who get paid to be in your life, like your doctor, your dentist, other people like that."

•Ask for volunteers to name some of the people they put in each circle. Ask what they do with people in each circle. Ask what they count on people in each circle for.

•Show a contrasting set of circles for someone with very few relationships. "Here is a person named Sebastian who is your age. He has only his mom in circle one and the rest of his circles are empty except for circle four. His circle four is filled with doctors, therapists and social workers. How would you feel if your life looked like this?"

•Underscore the importance of friends, people to do things with and groups to identify with. Affirm the students' capacity to give these essential gifts to one another and to the student with special needs. Recognize that friendship grows with time and usually begins with shared activities. Not everyone will be friends with their new classmate, but everyone can be friendly.

The Circle of Friends. A circle of friends is a form of support that helps a student to become included. A child has many gifts to offer, but people often feel that they do not know how to interact with or discover the best in this child simply because of his or her differences. The circle creates a place of listening and welcome. It allows people to break down the barriers that prevent the child from participating as a full member of the class. The circle can become a place where people both grow in love and respect for the new student.

Forest, M., O'Brien, J., Snow, J., & Hasbury, D. (1989). Action for inclusion: How to improve schools by welcoming children with special needs into regular classrooms (pp. 40-41, 45). Toronto, Ontario, CANADA: The Frontier College Press.

SUMMARY ACTIVITY
STRATEGIES FOR BUILDING INCLUSIVE SCHOOLS

Part I:

A. Put a (1) next to support networks which are currently in place at your school site.

B. Put a (2) next to support networks which you would like to improve and/or develop at your school site.

C. Put a (3) next to support networks which are a dream.

1. ______ School Site Integration Task Force
2. ______ Peer Tutors, Peer Buddies, and Friends
3. ______ Support Facilitator
4. ______ Instructional Planning Team
5. ______ Mapping Process
6. ______ Teaching Teams
7. ______ Circle of Friends

"Don't think that a small group can't change the world. Indeed, that's the only way it can happen."

Margaret Meade

SCHOOL SITE TEAM PLANNING
STRATEGIES FOR BUILDING INCLUSIVE SCHOOLS

Part II:

1. Begin an action plan for the 2's your team identified in Part I of the summary activity.

2. Take a few minutes to discuss what would have to happen to make 3's a reality?

TEAM ACTION PLAN

Our major goal is: ______________________________

ACTIVITIES	EXPECTED OUTCOMES	PERSON(S) RESPONSIBLE	TIMELINE

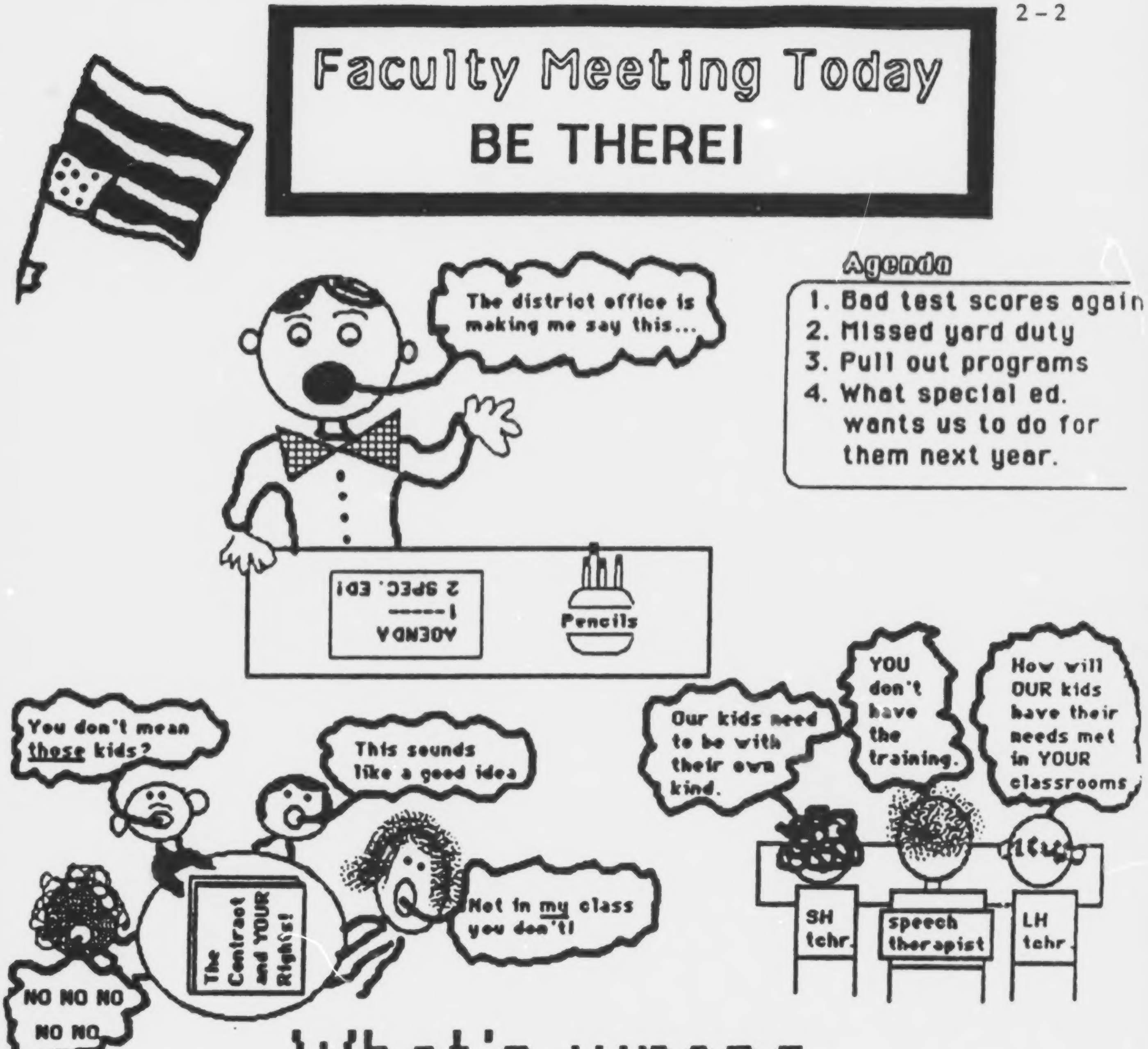
Section II

Careful planning and team work are essential to the success of any school program. This section will assist teams to plan for systems change at their school site and offer strategies to deal with concerns, conflicts and problem solving. Change is not easy, change takes time, change takes planning. Teams will begin to develop their school site plan and identify goals, objectives, time lines and strategies for their action plans.

Objectives:

1. Identify effective group skills, leadership/participatory management, decision-making and conflict management skills.
2. Identify key components for effective meetings.
3. Identify how students will be placed, how current resources will be used, and identify new or additional resources to develop.
4. Identify stages of concern and strategies to deal with each.
5. Describe the components and methods of effective systems change.

2-2


Faculty Meeting Today
BE THERE!
The district office is making me say this...
Agenda
1. Bad test scores again
2. Missed yard duty
3. Pull out programs
4. What special ed. wants us to do for them next year.
AGENDA
1 -----
2 SPEC. ED!
Pencils
You don't mean those kids?
This sounds like a good idea
NO NO NO NO NO
The Contract and YOUR Rights!
Not in my class you don't!
Our kids need to be with their own kind.
YOU don't have the training.
How will OUR kids have their needs met in YOUR classrooms
SH tchr.
speech therapist
LH tchr.

What's wrong with this picture?

KEVIN, age 9, has just moved into the Elm Street School attendance area. Kevin has severe disabilities and has an IEP from Vermont.

The principal is leading a faculty meeting at Elm Street in the picture List five things this faculty might do to get ready for Kevin.

BEST COPY AVAILABLE

ACTIVITY

WHAT'S WRONG WITH THIS PICTURE?

List 5 things this faculty might do to get ready for Kevin.

1.

2.

3.

4.

5.

ACTIVITY
ROLES IN THE INTEGRATION PROCESS

When planning and implementing a successful full inclusion program educators take on new roles and responsibilities. Consider the four job titles listed below. Get together with a few people you do not work with and identify three to four important roles these individuals play in the integration process to create successful programs.

1. **PRINCIPAL:**

2. **GENERAL EDUCATION TEACHER:**

3. **SPECIAL EDUCATION STAFF:**

4. **PARAPROFESSIONAL:**

5. **STUDENTS:**

UNDERSTANDING YOUR LEADERSHIP ACTIONS
QUESTIONNAIRE

Each of the following items describes a leadership action. In the space next to each item write 5 if you *always* behave that way, 4 if you *frequently* behave that way, 3 if you *occasionally* behave that way, 2 if you *seldom* behave that way, and 1 if you *never* behave that way.

When I am a member of a group:

___ 1. I offer facts and give my opinions, ideas, feelings, and information in order to help the group discussion.

___ 2. I warmly encourage all members of the group to participate. I am open to their ideas. I let them know I value their contributions to the group.

___ 3. I ask for facts, information, opinions, ideas, and feelings from the other group members in order to help the group discussion.

___ 4. I help communication among group members by using good communication skills. I make sure that each group member understands what the others say.

___ 5. I give direction to the group by planning how to go on with the group work and by calling attention to the tasks that need to be done. I assign responsibilities to different group members.

___ 6. I tell jokes and suggest interesting ways of doing the work in order to reduce tension in the group and increase the fun we have working together.

___ 7. I pull together related ideas or suggestions made by group members and restate and summarize the major points discussed by the group.

___ 8. I observe the way the group is working and use my observations to help discuss how the group can work together better.

___ 9. I give the group energy. I encourage group members to work hard to achieve our goals.

___ 10. I promote the open discussion of conflicts among group members in order to resolve disagreements and increase group cohesiveness. I mediate conflicts among members when they seem unable to resolve them directly.

___ 11. I remind the group about the practicality and workability of ideas, evaluate alternative solutions, and apply them to real situations to see if they will work.

___ 12. I express support, acceptance, and liking for other members of the group and give appropriate praise when another member has taken a constructive action in the group.

In order to obtain a total score for task actions and maintenance actions, write the score for each item in the appropriate column and then add the columns.

____ 1. information and opinion giver
____ 3. information and opinion seeker
____ 5. direction and role definer
____ 7. summarizer
____ 9. energizer
____ 11. reality tester

____ Total for Task Actions

____ 2. encourager of participation
____ 4. communication facilitator
____ 6. tension reliever
____ 8. process observer
____ 10. interpersonal problem solver
____ 12. supporter and praiser

____ Total for Maintenance Actions

Johnson, D.W., & Johnson, F.P. (1982). _Joining together group theory and group skills_ (2nd Ed.). Englewood Cliffs, NJ: Prentice-Hall, Inc.

ACTIVITY

MAKING MEETINGS WORK

NOTE TAKING & QUICK WRITE SUMMARY

EFFECTIVE GROUP GOALS

Research has shown that the effectiveness of group goals depends on several variables:

1. The extent to which the goals are operationally defined, countable, and observable.
2. The extent to which group members see the goals as being meaningful, relevant, realistic, acceptable, and attainable.
3. How cooperative the goal structure is and how cooperatively oriented the group members are.
4. The degree to which both group goals and individual members' goals can be achieved by the same tasks and activities.
5. The degree to which conflict exists among the group members about the group's goals and the tasks the group must complete to achieve the goals.
6. The extent to which the goals are challenging and offer a moderate risk of failure.
7. The degree of coordination achieved among group members.
8. The availability of the resources needed for accomplishing the group's tasks and goals.
9. How specific the goals are, because specific goals indicate what needs to be done next.
10. How easily the goals can be modified and clarified.
11. How long a group has to attain its goals.

Johnson, D.W., & Johnson, F.P. (1982). Joining together group theory and group skills (2nd Ed.). Englewood Cliffs, NJ: Prentice-Hall, Inc.

ACTIVITY
STUDENT PLANNING TEAM MEETING

1. Read one of the four student descriptions on the following pages.

2. In preparation for the above student coming to your school complete the agenda worksheet by identifying team members, and agenda items for planning team's first meeting.

TEAM MEETING

DATE:
LOCATION:

FACILITATOR:

RECORDER:

TIME KEEPER:

OTHERS:

AGENDA:

	TIME:	AGENDA ITEM:	WHO:
1.			
2.			
3.			
4.			
5.			

DATE FOR NEXT MEETING:

	TO DO'S FOR NEXT MEETING:	WHO:
1.		
2.		
3.		
4.		
5.		

Janis **Age 7**

Janis is a very expressive, spunky and usually happy 7 year old girl. Janis has low vision and experiences deafness in her right ear. She is learning to get around independently using a walker but needs to use her wheel chair when she gets tired and for long distances. Janis is beginning to consistently point to familiar pictures and objects to make choices. She typically initiates interactions by vocalizing, laughing, whining, crying, reaching out or eye contact. Janis enjoys being with her peers but when over stimulated she gets agitated and sometimes cries. She also gets upset when she does not understand transition from one activity to the next. Janis loves to look at books and have stories read to her or listen to stories on tape. She loves to go out for recess with her peers but often does not know how to participate in peer activities. She enjoys watching cartoons and becomes very animated when she sees the Disney characters. Janis attempts to hold a crayon, marking pen, or fat pencil and make marks on paper.

Some of Janis's educational goals include the following:

- Increase endurance and independence using walker in school community and domestic environments
- Use name stamp to identify school work and other belongings
- Increase use of communication picture book to make choices, make needs understood in school, community and domestic environments.
- Increase independence in following general school and classroom routines.

Sam **Age 10**

Sam is a very social young boy who enjoys spending time with peers. He reads at the 3rd grade level with comprehension at 1st grade level and can compose 3 to 4 word sentences. He has 1:1 correspondence and can count up to 25 consistently. He has learned to use a calculator for simple addition problems. He is able to verbalize his wants and needs but has poor articulation and often cannot be understood. Sam has weak muscle tone which causes some fine motor difficulties. He doesn't always initiate activities but does follow the lead of others and models well. Sam has a strong interest in sports and reads the sports page as well as Sports Illustrated. He is very motivated by any discussions or materials involving sports.

Some of Sam's educational goals include the following:

- Sam will increase his reading comprehension skills to 2nd grade level.
- Sam will write within 1/2 inch lined paper legibly.
- Sam will increase participation in classroom routines and activities with same age peers, staying on task, asking questions and answering questions.
- Sam will increase general knowledge in areas of social studies, geography, and science at his grade level.

Katie Age 12

Katie is a 12 year old girl with Down's Syndrome. Katie has a sight word vocabulary of about 200 words. She enjoys picking out the reading words she knows and looking at books with pictures and magazines during her free time. Katie can write her name, address and can copy sentences, however she does not compose sentences. She can count up to 30 and recognizes all double digit numbers. Because of poor articulation and dysfluency Katie often chooses not to talk to others and may give a strong "bear hug" to initiate interactions. She will also imitate animal sounds and actions, run away or hide her head rather than answer questions, follow directions or initiate interactions in new or unfamiliar situations. Her speech improves some (can be understood) when she is reading or describing a photo or picture. Katie loves animals and has several pets at home. Katie is a good artist and loves to draw intricate pictures of animals and people. She also enjoys helping her mother with domestic activities in the home cooking, sewing, cleaning and helping with her little sister.

Some of Katie's educational goals include the following:

- Katie will use photos, pictures or gestures a a back-up communication system when she is not understood by others and to initiate interactions.
- Katie will improve reading comprehension and word recognition skills within identified school, community and vocational activities.
- Katie will compose 2-3 word sentences with assistance from classmates during classroom writing and journal activities.
- Katie will participate in social activities such as hanging out at breaks, school dances, shopping at the mall etc. at school and in the community with same age peers.

Andria Age 17

Andria is spending her first year on an integrated high school campus. She has not had opportunities to interact with same age peers in the past. She is non-verbal but is able to match simple pictures or photos to objects and activities. She often uses body proximity to communicate. She enjoys large motor activities, especially outside or in large rooms, such as the school gym and swimming. She has a short attention span for activities which hold no meaning for her and will often run out of the room or away from the activity. Andria enjoys playing with small objects like straws or pens but does so inappropriately and will at times search frantically for these objects, taking them without concern for others. When confused and frustrated Andria will scream and physically use her body (pushing, sitting down, leaning) to get what she wants which is usually out of a room or situation or a desired object. Andria exhibits perseverative behavior which includes placing mouth and lips on metal doorbars, stair hand rails and poles when walking by them either in the community or on the school campus. This behavior can be avoided if Andria is redirected before she sees the poles or rails. Andria enjoys spending time with her high school peers, listening to music, eating, routine, and physical activity. She smiles often and gives eye contact to show her enjoyment.

Some of Andria's educational goals include the following:

- Andria will use photos and objects to communicate wants and needs and when she wants out of an activity.
- Andria will increase independence in a variety of typical high school activities and routines with her same age peers.
- Andria will participate in several integrated work experiences with a focus on peer interaction and communication as well as vocational skills.
- Andria will learn to use her school and PE lockers.

THE CHANGE PROCESS IN SCHOOLS
Note-Taking Guide

1. Change is a process, not an event.

2. Change is accomplished by individuals.

3. Change is a highly personal experience.

4. Change involves developmental growth.

5. Change is best described in operational terms.

6. Focus must be on individuals, the change, and the content.

Adapted from: Hord, S.M. et al. (1987). Taking charge of change. Alexandria, VA: ASCD.

The Change Process in Schools
The Concerns-Based Adoption Model (CBAM)
Stages of Concern About Change

Stage of Concern	Typical Expression of Concern
6. Refocusing	"I can think of some ways we can make our integration program even better than it is."
5. Collaboration	"I am concerned about relating what I'm doing to integrate more students with handicaps to what other teachers are doing."
4. Consequence	"How will this integration effort affect my kids?"
3. Management	"I don't know how to organize/manage such a diverse classroom. I have only so much time and energy."
2. Personal	"How will this integration program affect me and my work?"
1. Informational	"I would like more information about integration."
0. Awareness	"What are you talking about?"

The Change Process in Schools
Assessing Individuals' Stages of of Concern

One way to learn staffs' individual concerns is to ask each to respond in writing to an open-ended question For example:

> When you think about our school more fully integrating students with disabilities into regular classrooms, what are you concerned about? (Do not say what you think others are concerned about, but only what concerns you now.) Please be frank and respond in complete sentences.

See Newlove, B.W.,& Hall, G.E. (1976). A manual for assessing open-ended statements of concern about an innovation. Austin, TX: Research and Development Center for Teacher Education, The University of Texas.

The Change Process in Schools
Implications of Individuals' Stages of Concern

1. Be sure to focus on individual's concerns as well as on the integration plan itself.

2. Be clear that it's all right to have personal concerns.

3. Take time.

4. Recognize that students, teachers, parents, and administrators may all have different concerns.

5. Within any one group there may be a variety of concerns.

Adapted from: Hord, S.M. et al. (1987). Taking charge of change. Alexandria, VA: ASCD.

ANALYSIS
APPLYING WHAT WE KNOW ABOUT STAGES OF CONCERN

Talk over these questions in your group.

1. What stages of concern characterize our school?

2. What strategies might be used to address those concerns? Refer to the strategies which follow.

IDENTIFY THE CONCERN	STAGE OF CONCERN	SOME POSSIBLE STRATEGIES ARE:

Strategies For Addressing
Concerns in the Facilitation of Change

A first step in change is to know what concerns the individuals have, especially their most intense concerns. The second step is to respond to those concerns. Unfortunately, there is no absolute set of universal prescriptions, but the following suggestions offer examples of interventions that might be useful.

Stage 0 – Awareness Concerns

a. Involve teacher in discussions and decisions about integration.
b. Share enough information to arouse interest, but not so much that it overwhelms.
c. Acknowledge that a lack of awareness is expected and reasonable, and that no questions about integration are foolish.
d. Encourage unaware persons to talk with colleagues who know about integration.
e. Take steps to minimize gossip and inaccuracies about integrated programs.

Stage 1 – Informational Concerns

a. Provide clear and accurate information about integration.
b. Use a variety of ways to share information – verbally, in writing, and through any available media. Communicate with individuals and with small and large groups.
c. Have persons who have successfully integrated in other settings visit with your teachers. Visits to those schools could also be arranged.
d. Help teachers see how their current practices are related to the integration effort.

Stage 2 – Personal Concerns

a. Legitimize the existence and expression of personal concerns. Knowing these concerns are common and that others have them can be comforting.
b. Use personal notes and conversations to provide encouragement and reinforce personal adequacy.
c. Connect these teachers with others whose personal concerns have diminished and who will be supportive.
d. Show how the integration program can be implemented sequentially rather than in one big leap. It is important to establish expectations that are attainable.
e. Do not push integration so much as encourage and support it while maintaining expectations.

Stage 3 – Management Concerns

a. Clarify the steps toward and components of an integrated program.
b. Provide answers that address the small specific "how to" issues that are so often the cause of management concerns.

c. Demonstrate exact and practical solutions to the logistical problems that contribute to these concerns.
d. Help teachers sequence specific activities and set timelines for their accomplishments.

Stage 4 – Consequence Concerns

a. Provide these individuals with opportunities to visit other settings which are integrated and to attend conferences on the topic.
b. Don't overlook these individuals. Give them positive feedback and needed support.
c. Find opportunities for these persons to share skills with others.
d. Share with these persons information on the results of integrated programs.

Stage 5 – Collaboration Concerns

a. Provide these individuals with opportunities to develop skills necessary for working collaboratively.
b. Bring together those persons, both within and outside the school, who are interested in collaborating to help the integration program.
c. Help the collaborators establish reasonable expectations and guidelines for the collaborative effort.
d. Use these persons to provide technical assistance to others who need assistance.
e. Encourage the collaborators, but don't attempt to force collaboration on those who are not interested.

Stage 6 – Refocusing Concerns

a. Respect and encourage the interest these persons have for finding a better way.
b. Help these individuals channel their ideas and energies in ways that will be productive rather that counterproductive.
c. Encourage these individuals to act on their concerns for program improvement.
d. Help these persons access the resources they may need to refine their ideas and put them into practice.
e. Be aware of and willing to accept the fact that these persons may wish to significantly modify the existing ways that integration is accomplished.

Individuals do have concerns about change, and these concerns will have a powerful influence on the implementation of an integration program. It is up to those who lead the change to identify concerns, interpret them, and then act on them.

*Adapted from Hord, S.M. et al. (1987). Taking charge of change. Alexandria, VA: ASCD.

ACTIVITY
STORY BOARD

SCHOOLS ARE FOR ALL KIDS: SCHOOL SITE IMPLEMENTATION

DAY 2

SCHOOLS ARE FOR ALL KIDS
SCHOOL SITE IMPLEMENTATION

AGENDA DAY 2

SECTION III:

The Interview Activity

Overview Day 2
Overview Section III Objectives

Promoting Inclusive Schools Activity

Assumptions for Integrated IEP Process – Lecture

Curricular Goals & Adaptations – Slides & Discussion

Grouping Strategies that Facilitate Inclusive Classrooms

Cooperative Learning Activity

Local Team Presentation

LUNCH

SECTION IV:

Overview Section IV Objectives

Individualized Program Planning Process – Review Steps, Worksheets & Examples

Teams Plan for One Student

Group Vision Activity

Final Action Plan

Closure Activity

Evaluations

THE INTERVIEW ACTIVITY

Please take a few minutes to interview five different people in the room on the interview question you have been assigned below. Write each answer on a post-it note.

Interview Questions:

1. What was the highlight of the workshop for you yesterday?

2. What is the most important thing to remember about change?

3. What are you still concerned about when you think about full inclusion at your school site?

4. What is one goal your group identified for making meetings work better?

Section III

With a strong foundation of participatory management and team building in the administration, and a strong structural network of supports for teachers and students within the school program, exciting change and growth can emerge in the classroom. Many teaching methods and practices promote effective learning in the classroom and can be individualized to fit the needs of all students. This section will focus on educational goals and curricular adaptations that benefit all students, not just those with special needs.

Objectives:

1. Describe 3 possible overall educational goals for a student with severe disabilities in a general education classroom.
2. Describe 5 methods of adapting curriculum within a general education class and program to fit the needs of a student with severe disabilities.
3. Identify benefits and limitations of a variety of student grouping strategies.
4. Describe at least 5 cooperative learning strategies which can be used to facilitate inclusive classrooms.
5. Identify key factors which facilitated integration as described by local team presentation.

ATTITUDE ACTIVITY

Please respond by promoting full inclusion.

1. **Principal:** "Integration for this student is unrealistic. She is so low-level, she is not aware enough to know where she is."

   RESPONSE:

2. **Support Staff:** "First we have to get rid of his behavior. After the behavior is eliminated, we can see about integrating him into the general education classroom."

   RESPONSE:

3. **Parent:** "My son belongs in the special education class where he is safe, if he goes into the regular classroom kids will tease and make fun of him."

   RESPONSE:

4. **Colleague:** "These students need to work on basic skills such as communication, motor, self help, and behavior their needs can't be met in the general education class."

   RESPONSE:

5. **Colleague:** These students need more assistance than I can give them. It isn't fair to take time away from the other students in my class who really can learn something."

   RESPONSE:

ASSUMPTIONS
FOR INTEGRATED IEP AND STUDENT PLANNING PROCESS
Note Taking Guide

Integration:

Individualization:

Team Work:

Flexibility:

Environmental Referencing:

EDUCATIONAL GOALS AND CURRICULAR ADAPTATIONS WITHIN THE GENERAL EDUCATION CLASSROOM

EDUCATIONAL GOALS AND CURRICULAR ADAPTATIONS WITHIN THE GENERAL EDUCATION CLASSROOM

The first three strategies are educational goals a student may have while in the general education classroom.

1. **Social competencies** — When integrated into a general education classroom many opportunities arise for a student to learn various social competencies. The student with different needs may need to learn how to interact and communicate with peers. Also opportunities to learn various age and environment appropriate norms, rules and expectations are present. Some examples of this include, saying hi to peers, looking at peers to communicate help or assistance, talking with the appropriate volume in a group or making a choice using eye gaze.

NOTES:

2. **Classroom routines and activities** — Common routines and activities may be encountered daily in many other environments as well as in the classroom. Participating in these routines in the classroom provides practice and instruction in natural environments with natural cues. For example putting away materials when the bell rings, sitting at desk when entering the classroom, moving into your cooperative learning groups after teacher direction, using materials appropriately and putting away after use. Motor skills and problem solving skills are samples of basic skills that can be incorporated into these routines.

NOTES:

3. **Special interest objective** — Many students as well as teachers or parents may not be aware of special or unique interests unless students are given equal access and opportunity to participate in the general education curriculum and classes like their peers without disabilities. These interests may not be addressed within the typical domestic, leisure, community and vocational domains. For example a student in the science class may discover an interest in space exploration and enjoy saving newspaper clippings or discover an interest in cleaning up laboratory stations after

the science experiments. Also an interest in photography may be developed after spending time in the photojournalism elective class.

NOTES:

The following 5 strategies pertain to specific curricular adaptations made with the general education classroom to facilitate inclusion of students with disabilities.

4. **Curriculum as is** — The student is able to participate in the lesson as planned by the teacher for all students with the same objectives and using the same materials.

NOTES:

5. **Different objective within the same activity and curriculum** — The student works side by side with all other students participating in the activity whenever possible with the specific learning objectives different from other students in the classroom. Examples include the following:

- Learning to hold a book and turn the pages during reading groups
- Choosing 5 high interest sight words from story reading for reading instruction
- drawing pictures in a journal instead of writing
- identifies colors of unifix cube and counts out 10 during manipulative math lesson on grouping
- grasps and releases utensils during cooking activity in home economic class

NOTES:

6. **Material or environment adaptations** — Materials which the student needs to participate in a lesson are adapted or provided to facilitate inclusion in the activity or individual participation by the student. Similar materials used by other students can be adapted or new/different materials are utilized by the student in order for them to participate. Examples include using a computer to complete a writing assignment, using a calculator to do math problems, adapted scissors for cutting or a large diameter pencil to ensure proper grasp while writing. Occasionally physical changes within the environment are made to enhance the students ability to participate in the general education classroom. Examples include moving a student's desk close to frequently used supplies, adding carpet in a classroom to reduce background noise for a student with a hearing disability, or adding texture to furniture and materials for identification by students with dual sensory impairments.

NOTES:

7. **Providing physical assistance** — In order for a student to participate in an activity, assistance from a peer, buddy, tutor or friend may be needed. Eliciting help from other students is preferable to teacher intervention as it frees the teacher while promoting positive interaction between the students. With physical assistance a student can partially participate in an activity which may at first seem unrealistic for the student to participate in. Examples include the following: a buddy turns the paper as the student cuts, peers assist John to the picnic table because he has trouble with uneven terrain, peers open book and turn pages for student during reading group, peer takes backpack off wheelchair and puts in desk for student, lab partner holds sewing project steady as student pins seams and computer partner inserts disk and turns on computer while student activates adaptive switch.

NOTES:

8. **Alternative/substitute curriculum** — When the student planning team collaborates and reaches the decision that a certain activity within the school day is either inappropriate, irrelevant or not functional for the student, an alternative or substitute curriculum which is deemed high priority for the student is implemented. The alternative or substitute curriculum may or may not take place in the classroom. Decisions on alternative curriculum and setting come from teacher, parent and student input from the planning team. Examples include:

- vocational job in school cafeteria or office
- community instruction (street x-ing or shopping)
- computer time in back of room during silent reading

NOTES:

References

Macdonald, C., & York, J. (1989). Instruction in regular education classes for students with severe disabilities: Assessment, objectives and instructional programs. In J. York, T. Vandercook, C. Macdonald, & S. Wolff (Eds.), *Strategies for full inclusion*. Minneapolis, MN: Institute on Community Integration, University of Minnesota.

Neary, T. (May, 1990). Serving students effectively in fully integrated schools. Presentation paper. Davis, CA: Davis Joint Unified School District.

York, J., & Vandercook, T. (1989). Regular class integration: Beyond socialization. In J. York, T. Vandercook, C. Macdonald, & S. Wolff (Eds.), *Strategies for full inclusion*. Minneapolis, MN: Institute on Community Integration, University of Minnesota.

FOUR CORNERS
ANALYZING GROUPING STRATEGIES

Please move to an assigned corner:

(1) Multi-Dimensional Performance Groups
(2) Cooperative Groups
(3) Ability Groups
(4) Skill Based Groups

Identify a **time keeper, facilitator, recorder,** and **reporter** for your group.

Take 5 minutes to read your assigned grouping strategy.

Take 15 minutes as a group to develop an argument which promotes your grouping strategy over the other three strategies as the one which is most effective and best supports full inclusion. Use personal experience and examples to enhance your argument. You will have 3 minutes to debate in favor of your strategy against the other three groups.

EXERCISE

ANALYZING THE RESEARCH ON GROUPING STRATEGIES

	BENEFITS	LIMITATIONS
ABILITY GROUPS		
SKILL-BASED GROUPS		
COOPERATIVE GROUPS		
MULTI-DIMENSIONAL PERFORMANCE GROUPS		

READING #1

Analyzing the Research on Grouping Strategies.

Jigsaw Material: MULTIDIMENSIONAL PERFORMANCE GROUPING

What Is It?

Many teachers and researchers have raised serious questions about placing students in homogeneous ability groups. They fear that students in the low-ability groups may tend to be less attentive, may be presented with less demanding tasks, and may develop lower self-images than students in high-ability groups. To counteract some of these effects, principals and teachers have made conscious efforts to place students in groups which are based on other dimensions besides ability (e.g. students' skill competencies and interests) or to have students involved in a variety of groupings across the school day. Grouping students in these ways acknowledges that people are multi-faceted and have strengths and weaknesses in different areas. Because of the variety of criteria used for grouping, these arrangements are referred to as multidimensional performance groupings.

How Is It Used?

There are several strategies that have been used which highlight this multidimensional performance perspective. For example, Bossert (1979) has found some teachers use multitask activitiy structures where different groups of students in a classroom perform different tasks. Group formation is based on students' interests or hobbies; students are allowed to change groups as their interests shift. In such a grouping structure, students of varying academic ability levels are involved in the same group. In addition, Rosenholtz (1980) has designed a Multiple Abilities Curriculum which stresses that different students have strengths in different curricular areas. Someone who is good in math may not excel in social studies. This curriculum and its resultant grouping structure emphasize to students and teachers that all students are capable, not just the high-ability readers.

Another way to introduce multidimensional performance standards is by considering the different instructional groupings that students are exposed to throughout the school day. A case study conducted by the Far West laboratory of a school using multiple instructional groupings describes one way that various groups can be used (Barnett et al., 1982). For reading skills, students are placed in different skill competency groups each week based on student need. For example, students may spend the entire week working on suffixes. Any reading skill group can be composed of high-, middle-,. and low-ability readers. However, for regular reading and math, students change to groups which are based on ability. In these groups, students work from a uniform textbook series including workbooks. For the remainder of the school day, students attend their homeroom classes which are composed of students at the same grade level. In this arrangement, students are not placed in these groups based on any single dimension, but on a variety of dimensions ranging from their reading skill competencies, to their reading abilities, to their math abilities, to their ages or grade levels.

Jigsaw Material: MULTIDIMENSIONAL PERFORMANCE GROUPING (cont'd)

What Are the Advantages?

While there is not a great deal of evidence regarding the effects of multidimensional performance groupings on student achievement, there are indications of other positive consequences for students. In classrooms where teachers use multitask activity structures, Bossert (1979) discovered that students were less competitive and tended not to form friendships along ability lines as was the case in recitation oriented classrooms. Another benefit is that students can begin to observe the capabilities of other students whom they would not get to interact with if they were places in ability-based groups. In a multidimensional structure, students have more varied views of each others' abilities. There is less agreement on a single status hierarchy (Rosenholtz and Wilson, 1980). And low-ability students may be able to maintain a more positive self-image. For instance, in the Far West Case Study low-ability readers had self-perceptions of their reading ability that matched high-ability readers, unlike the general trend toward lower self-esteem. Thus multidimensional performance groupings appear to have a number of social benefits.

References

Barnett, B.G., Filby, N.N. and Bossert, S.T. Multiple instructional groups: A case study of an entire school. San Francisco: Far West Laboratory for Educational Research and Development, 1982.

Bossert, S.T. Task and social relationships in classrooms. Cambridge: Cambridge University Press, 1979.

Rosenholtz, S. Treating problems of academic status. In J. Berger and M. Zelditch (Eds.), Studies in expectation states theory: Pure and applies. San Francisco: Jossey Bass, in press.

Rosenholtz, S. J. and Wilson, B. The effects of classroom structure on shared perceptions of ability. American Educational Research Journal, 1980, 17, 175-182.

Material courtesy of the Far West Laboratory for Educational Research and Development, Instructional Management Program.

Analyzing the Research on Grouping Strategies.

Jigsaw Material: COOPERATIVE GROUPING

While research on cooperation goes back to the early 1900s research on practical classroom applications of cooperative principles began in the 1970s, when several independent groups of researchers developed cooperative instructional methods. All of the methods involve having the teacher assign students to two-to-six-member learning groups in which there are high, average, and low achieving students. These groups typically have boys and girls, and members of different ethnic groups in approximately the same proportion as they are represented in the whole class. In almost every other respect the methods differ markedly from each other.

- Student Teams-Achievement Division (STAD) - Students assemble in teams of four or five members to master worksheets on material covered in a lesson just presented by the teacher. Subsequently, they individually take a quiz on that material. The team's overall score is determined by the extent to which each student improved over his or her past performance. The team demonstrating the greatest improvement is recognized in a weekly class newsletter.

- Teams-Games-Tournament (TGT) -- The procedure in TGT is the same as that used in STAD, but instead of taking quizzes, the students play academic games with other members in the class whose past performance was similar to their own. The team score is also based on indicidual improvement.

- Jigsaw -- Students meet in three to six-member-teams. The teacher gives each student an item of information which the student must "teach" to the team. Students are then individually tested for their mastery of the material. Jigsaw II is the same, except that students obtain their information from textbooks, narrative mateial, short stories, or biographies. The class is then quizzed for individual and team scores.

- Learning Together -- Students work together in small groups to complete an academic task. Each group member is assigned a different role. The team as a whole receives recognition and praise for mastering the academic content and for working cooperatively.

- Group Investigation -- This is a more complex method, requiring students to accept greater responsibility for deciding what they will learn, how they will organize themselves to master the material, and how they will communicate what they have learned to their classmates.

These methods share four positive characteristics. (1) The cooperation required among students prevents one student from doing most of the work for the others. (2) In spite of the cooperative nature of the groups, each student must learn the material in order to improve his or her own score and team score (3) Even low achievers who may not contribute greatly can receive recognition since scores are based on individual improvement, however small, over past performance. (4) Students are motivated to cooperate since they receive not just a grade on a piece of paper, but public recognition from the teacher and the class.

Jigsaw Material: COOPERATIVE GROUPING (cont'd)

Cooperative groupings have positive effects in several areas. They contribute significantly to student achievement – to an equal extent in both elementary and secondary schools; in urban, suburban, and rural schools; and in diverse subject matter areas.

Robert Slavin looked at twenty-seven studies investigating the effects of cooperative learning programs on student learning. A significant positive effect on student achievement was found in 19 of these studies, no differences in seven, and in one study there was a significant difference favoring the control group. According to Slavin's synthesis of the research, the most successful method for improving student achievement appears to be Student Team Learning.

Johnson and Johnson conducted a meta-analysis of 122 research studies on the relative effects of cooperative, competitive, and individualistic efforts on achievement and productivity. The results of their study indicate that cooperative grouping tends to promote higher achievement than do competitive and individualistic learning experiences. These results hold for all age levels, for all subject areas, and for tasks involving concept attainment, verbal problem solving, retention and memory, motor performance, and guessing-judging-predicting. For rote decoding and correcting tasks, cooperation seems to be equally effective as competitive and individualistic learning procedures.

Some other research findings are:

- Cooperative grouping promotes more liking among students. This is true regardless of differences in ability level, sex, handicapping conditions, ethnic membership, social class differences, or task orientations (Johnson and Johnson, 1983, 1986; Johnson and Johnson, and Maruyama, 1983).
- Cooperative grouping promotes more positive attitues towards both the subject area and the instructional experience, as well as more continuing motivation to learn more about the subject area being studied (Johnson and Johnson, 1983, 1986).
- Students participating in cooperative groups like the teacher better and perceive the teacher as being more supportive and accepting academically and personally (Johnson and Johnson, 1983).
- Cooperative grouping promotes higher levels of self-esteem (Johnson and Johnson, 1983)

Analyzing the Research on Grouping Strategies

Jigsaw Material: ABILITY GROUPING

Students are grouped for instruction by abilitiy, in one way or another, in almost every school. But hundreds of research studies have produced few clear conclusions about how grouping affects student academic achievement.

In theory, it makes a lot of sense to put high achieving students together for instruction. The teacher can teach at a higher level and move through the material faster, and high achievers will be motivated by competing with one another.

It also seems to make sense, at least in theory, to put low-achieving students together for instruction. The teacher can teach at a level appropriate to student needs and move through the materials more slowly, and the low achievers will benefit from not having to compete with the high achievers.

On the other hand, grouping high achievers deprives them of interaction with low achievers, which they'll have to do in the real world. Grouping low achievers labels them, setting up low expectations that may be self-fulfilling; deprives them of the example and stimulation provided by high achievers; and often results in their getting lower quality instruction.

Perhaps most important, ability grouping goes against our democratic educational philosophy by creating academic elites.

How Does Grouping Affect Student Achievement ?
The most common methods of ability grouping are "between-class" and "within-class."

Between-class ability grouping refers to the school-level practice of forming classrooms that contain similar-ability students. Within-class ability grouping refers to the teacher-level practice of forming groups of similar-ability students within an individual classroom.

Many other grouping practices vary and combine these two methods.
Center researcher Robert Slavin has reviewed the best evidence about achievement effects of five comprehensive abilitiy-grouping plans used in elementary schools -- ability-grouped class assignment, regrouping for reading and/or mathematics, the Joplin plan, non-graded plans, and within-class ability grouping. The following describes each ot these plans and the conclusions about their effectiveness.

Ability Grouped Class Assignment. This plan -- the pure form of between-class grouping -- assigns students homogeneously by ability or achievement to one self-contained class. In some departmentalized upper elementary grades and in middle schools, the class may move as a whole from teacher to teacher.

The research review clearly indicates that ability grouped class assignment does not enhance student achievement in the elementary school.

Regrouping for Reading and Mathematics. This plan assigns students to heterogeneous homeroom classes for most of the day, but regroups them according to achievement level for one or more subjects (usually reading or mathematics).

For example, all students at a particular grade level would have reading scheduled at the same time, and would be resorted into ability-grouped classes for reading instruction.

Slavin's review finds some evidence that regrouping for reading and mathematics within grade level can improve student achievement -- but the level and pace of instruction must be adapted to the achievement level and students must not be regrouped for more than one or two subjects.

Jigsaw Material: ABILITIY GROUPING (cont'd)

Joplin Plan. This plan assigns students to heterogeneous classes most of the day but regroups them for reading across grade levels. For example, a reading class at the fifth grade, first semester reading level might include high achieving fourth-graders, average achieving fifth-graders, and low achieving sixth-graders.

The research review finds consistent evidence that the Joplin Plan increases student reading achievement.

Nongraded Plans.This term refers to a variety of related grouping plans which place students in flexible groups based on their performance, not their age. Thus grade-level designations are removed. The curriculum for each subject is divided into levels through which students progress at their own rate.

The research review finds less convincing evidence for nongraded plans in general than for the Joplin Plan, but the evidence is still positive. Well-controlled studies conducted in regular schools generally support the use of comprehensive nongraded plans.

Within-Class Ability Grouping. The most common form of this grouping is in reading, where teachers assign students within their classroom to one of a small number of groups (usually three) on the basis of their ability level. These groups work on different materials at rates unique to their needs and abilities.

Similiar methods may also be used in mathematics, where two or more math groups may work within the classroom at different levels and rates.

Slavin's review finds, surprisingly, that too few rigorous research studies have been conducted of the use of within-class ability grouping in reading to either support or disclaim its effectiveness. The practice is so widespread in reading that it is difficult to conduct research that includes a control group not using within class ability grouping.

Research clearly supports the use of within-class ability grouping in mathematics, especially if only two or three groups are formed. The positive effects are slightly greater for low-achieving students than for average or high Achievers.

Research into Practice. Schools and teachers, the review concludes, should use the grouping methods that the research finds to be effective (within-class ability grouping in mathematics, class regrouping plans such as Joplin and non-graded in reading).

Schools should find alternatives to the use of ability-grouped class assignment -- assigning students to self-contained classes according to general ability or performance level.

The review derived several general principles for making ability grouping an effective practice in classrooms and schools. Effective ability-grouping plans, in general, contain the following elements:

1. Students should remain in hetergeneous classes at most times, and be regrouped by ability only in subjects in which reducing heterogeneity is particularly important (for example, math and reading). Students should identify primarily with a heterogeneous class.
2. Grouping plans must reduce student heterogenity in the specific skill being taught, not just in IQ or overall achievement level.
3. Grouping plans must reassess student placements frequently and allow for easy reassignments based on student progress.
4. Teachers must vary their level and pace of instruction according to student levels of readiness and learning rates in regrouped classes.
5. Only a small number of groups should be formed in within-class ability grouping, so the teacher can provide adequate direct instruction for each group.

Reference

Slavin, Robert E. "Ability Grouping and Student Achievement in Elementary School" A Best-Evidence Synthesis." Center for Research on Elementary and Middle Schools, Report No. 1, June 1986.

Material adapted from The CREMS REPORT., Center for Research on Elementary and Middle Schools, Johns Hopkin's University, June 1986.

Analyzing the Research on Grouping Strageies

Jigsaw Material: SKILL-BASED GROUPING

What Is It? Students are assigned to groups based on their performance in specific skill areas. Usually these are small groups of students who have deficiencies in some specific skill area within reading or math. Because of the specific skill identifications, groups often meet for a short time and regrouping of students occurs frequently.

How Is it Used? A variety of ways of implementing skill-based groups have been developed. For example, many individual teachers use skill grouping within their classrooms as they proceed through the curriculum. Some reading textbooks contain a series of skill tests that students take throughout the year to determine their knowledge of certain skills. Those students who fail a particular skill are then grouped to receive instruction on that skill while the other students do another activity. The next skill is not presented until all the students have mastered the preceding skill.

In addition, schools have developed their own programs where specific skills are covered in certain grades. Students are tested at the beginning of the school year and their deficiencies are noted. Therefore, in any one classroom, there may be clusters of students who have not mastered certain skill. Teachers can routinely divide students into their necessary groups to provide the relevant instruction. As students in each group are able to demonstrate mastery of the skill, they can move on to another skill. Thus, students can move at different paces through the skills and the entire class is not held up until all students pass a certain still.

Finally, research conducted by the Far West Laboratory investigated another form of skill grouping for reading (Barnett and Filby, 1984). In this arrangement, fourth, fifth, and sixth graders are tested at the beginning of the year to determine the reading skills they need to master. These skills range from identifying vowel sounds to working with a card catalog from the library. Students are placed in a skill group and receive a week of instruction. Students of varying reading abilities constitute each of the groups. If students can pass the mastery test at the end of the week, they move on to their next scheduled skill the following week. Should they be unable to pass the skill, they receive another week of instruction. Groups shift at the same time, but students can still move at their own pace. To facilitate the constant shifting of students, a computer managed system is used to separate students into their next groups and to provide information about the skills that have been, and still need to be, mastered. Materials available for each skill are also catalogued.

Jigsaw Material: SKILL-BASED GROUPING (cont'd)

What Are the Advantages and Disadvantages?

Many teachers who used skill-based programs indicate a preference for the program because the skills are clarified and they know exactly what they are to teach. Moreover, teachers find this breakdown useful when talking to parents since they can show parents exactly those areas that their children have mastered and have yet to master.

Skill-based groupings can provide certain problems as well. Having students of different ability levels in the same skill group could create a need for materials differentiation within the group. In the Far West Study, however, teachers generally used the same materials for all students and students from different ability levels were equally successful in completing class work. The Far West Study also indicated that low-ability students were unable to pass weekly mastery tests at the same rate as high-ability students even though they were able to do the work just as well during the week. Moreover, at the end of the year, low-ability students retained far less of the materials they had been exposed to than high-ability students, a finding which seriously questions whether mastery of certain skills had actually occured. However, year-end retention rates were positively affected by the amount of time students spent studying skills. For example, when students took more than one week to master certain word structure and work meaning skills, they were better able to retain these skills at the end of the year. These findings point out the need to understand how skill mastery is attained and retained by students of different ability levels. They also indicate the need to include review and practice components in a skill-based program.

Many teachers complain that testing students, setting up groups, and retesting students is time consuming. They feel that they spend too much of their time documenting students' skills rather than teaching skills. While this is a common dilemma, some schools have taken steps to free their teachers to do more teaching. For example, some programs have been able to hire program specialists who are responsible for doing all the pre-testing and monitoring of materials. In addition, the use of the computer as a mangement tool has taken the burden of determining groups off teachers. In short, the problems teachers associate with the mangement of skill-based programs seem to be reduced when there are support mechanisms in place to assist in the documentation and arrangement of groups.

References

Barnett, B. and Filby, N. Skill grouping for reading. San Francisco: Far West Laboratory for Educational Research and Development, 1984.

Material Courtesy of the Far West Laboratory for Educational Research and Develpment, Instructional Management Program.

Summary Activity
GROUPING STRATEGIES
At Your School Site

1. Number the grouping strategies from 1 to 4. Of the four grouping strategies discussed here which are currently used most in your school. Place a number by each strategy (1) being the strategy used most often (4) least often.

   ____ Ability Groups
   ____ Skill-Based Groups
   ____ Cooperative Groups
   ____ Multi-Dimensional Performance Groups

2. Of the four grouping strategies which would you like to see emphasized at your school site to enhance success in the movement towards full inclusion. Now number the grouping strategies in order of your preference. 1 being the strategy you would like to be used most often in your school.

   ____ Ability Groups
   ____ Skill-Based Groups
   ____ Cooperative Groups
   ____ Multi-Dimensional Performance Groups

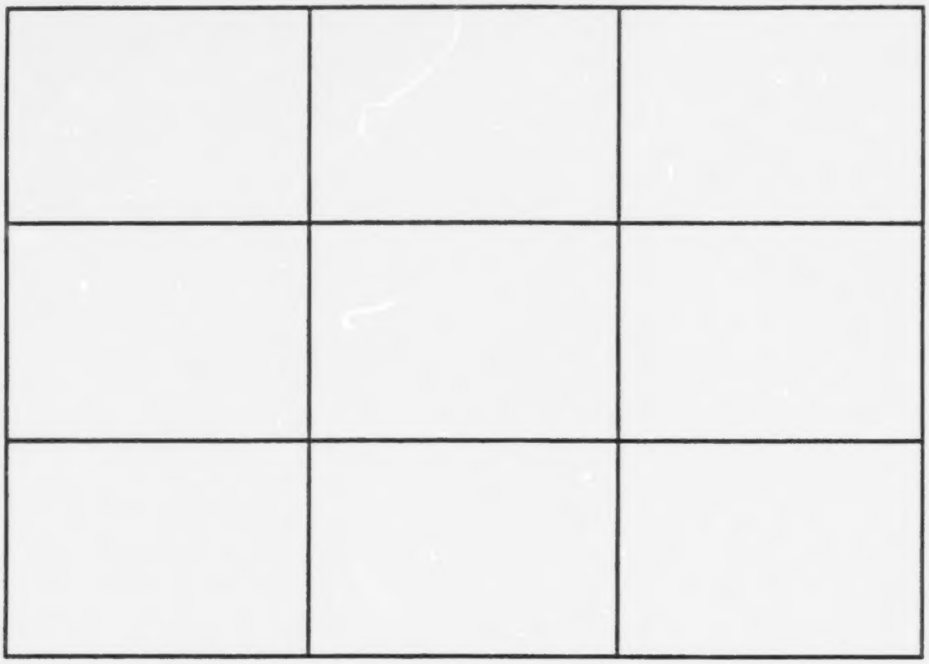
3. Compare your ratings with your group. If there is discrepancy between ratings for number 1 and number 2 identify one goal this group would like to accomplish to decrease the discrepancy.

COOPERATIVE LEARNING

RECTANGE PUZZLE ACTIVITY

What Did You Notice?

How Did You Feel?



STEPS FOR YOUR GROUP TO COMPLETE

- Count the number of rectangles in the figure, everyone must be able to point out the rectangles.
- Group members agree on the number found.
- Be able to explain to each other the method of counting the rectangles.
- Anyone in your group may be asked to demonstrate counting the rectangles.
- Remember to share ideas, ask for help and give help.
- Choose one person in your group to act as observer and monitor the above behaviors.
- Your group will be given time to discuss how you did.

Johnson, D.W., & Johnson, R.T. (1987). Learning together and alone: Cooperative, competitive and individualistic learning. Englewood Cliffs, NJ: Prentice-Hall.

OBSERVATION SHEET

	Group Members		
Skill			
Asks for Help			
Shares Ideas			
Gives Help			

Comments:

Johnson, D.W., & Johnson, R.T. (1987). Learning together and alone: Cooperative, competitive and individualistic learning. Englewood Cliffs, NJ: Prentice-Hall.

Curriculum Adaptation

Changing lesson plans to include cooperative interaction can be time-consuming at first. Here is a quick lesson plan worksheet which can be used initially to ensure all the critical elements of cooperative learning are incorporated into your lessons. As you use groups more often, this form can be used as a quick self-check.

SUBJECT AREA Math

I. DECISIONS

LESSON: Rectangle Puzzle/Cooperative Learning Groups

GROUP SIZE: 4-5 students

ASSIGNMENT TO GROUPS: School Site Teams

MATERIALS: pencil, one rectangle puzzle handout

II. SET THE LESSON

WHAT IS/ARE:

Academic Task:	Criteria for Success:
Count the total number of rectangles in the puzzle.	Everyone in group is able to count number of rectangles found.

*Positive Interdependence	*Individual Accountability:	*Expected Behaviors
Give help to any person who needs it. All people in group need to know number of rectangles to finish.	Everyone in group needs to demonstrate how to trace and count the rectangles.	- Ask for help - Share ideas - Give help

III. *MONITORING

WILL BE DONE BY: Teacher ______ Teacher/Student x

FOCUS WILL BE ON: Whole Class ____ Individual Groups x

Individuals ____

OBSERVATION SHEET INCLUDES THE BEHAVIORS OF: Ask for help, sharing ideas, giving help

*PROCESSING/FEEDBACK: Allow time at end of activity for group observer to give feedback to members; point out good behaviors you notice.

* *An essential element of cooperative groups*

Johnson, D.W., & Johnson, R.T. (1987). Learning together and alone: Cooperative, competitive and individualistic learning. Englewood Cliffs, NJ: Prentice-Hall.

Curriculum Adaptation

Changing lesson plans to include cooperative interaction can be time-consuming at first. Here is a quick lesson plan worksheet which can be used initially to ensure all the critical elements of cooperative learning are incorporated into your lessons. As you use groups more often, this form can be used as a quick self-check.

SUBJECT AREA ____________________

I. DECISIONS

LESSON: ____________________

GROUP SIZE: ____________________

ASSIGNMENT TO GROUPS: ____________________

MATERIALS: ____________________

II. SET THE LESSON

WHAT IS/ARE:

Academic Task:	Criteria for Success:

*Positive Interdependence	*Individual Accountability:	*Expected Behaviors

III. *MONITORING

WILL BE DONE BY: Teacher ______ Teacher/Student ______

FOCUS WILL BE ON: Whole Class ____ Individual Groups ____ Individuals ____

OBSERVATION SHEET INCLUDES THE BEHAVIORS OF: ____________________

____

____

*PROCESSING/FEEDBACK: ____________________

____

____

---

* *An essential element of cooperative groups*

LOCAL SCHOOL SITE TEAM PRESENTATION

Presenters:

District:

Notes, Questions, & Ideas

Take a few minutes to discuss with your team the key factors which have made full inclusion successful for parents, students and teachers in this program.

Section IV

Using the various "blueprints' offered during this workshop, school site teams now face the challenge of returning to their school and implementing the steps to create an inclusive school. We will also look at an individual program planning process which facilitates the day to day implementation of quality curriculum. School site teams will begin to develop a planning process for their school as they identify the needs for one of their students. Teams will identify their vision for integration and continue to develop their school site plan for implementing full inclusion at their school.

Objectives:

1. Describe the steps of an IEP process for full inclusion planning and implementation.
2. Describe the components of a functional assessment.
3. Develop an individual student plan for one student at your school.
4. Develop a team action plan for individualized student planning for full inclusion at your school.
5. Identify a common vision for integration among team members.
6. Establish an individual school site integration plan for the implementation of full inclusion at their school site.

INDIVIDUALIZED PROGRAM PLANNING PROCESS

INTEGRATION IS A PROCESS

SHARING A COMMON VISION

ENGAGING IN ON-GOING PROBLEM SOLVING

SUPPORTING INTERDEPENDENCY

Jake 1st grade

Individualized Program Planning Process

Steps to Complete	Actions Needed	Person(s) Responsible	Begin By	Complete By
① **Identify Team Members & Logistics for Meetings**	1st grade teacher spec. ed. teacher aide mother As Needed: Principal speech Spec. Ed. Direc. / meetings 1x wk - Fade to 1x mo or as needed Friday 10:50 (music)			
② **Identify Team Roles Complete Interviews & Inventories**	- spec. Ed. Teacher complete interviews + formal assessment - 1st grade T. write out class schedule + identify non-classroom environments			
③ **Review / Summarize Information from Interview & Inventories Identify Initial Goals & Objectives**	see worksheet: Interview/Inventory summary			
④ **Complete Classroom/School Activity Analysis**	spec. Ed. Teacher + aide will observe + support student in activities 1st wk. see classroom activity analysis worksheet			
⑤ **Complete Individual Activity Analysis for Difficult Steps**	start with Journal + Transitions See Activity Assessment work sheet			

Individualized Program Planning Process

	Steps to Complete	Actions Needed	Person(s) Responsible	Begin By	Complete By
⑥	Identify Existing Available Resources & Resources Currently Provided to Student	Speech + Lang. specialist will train peers to help w/ schedule adaptations Reading Teacher providing materials for adapted program			
⑦	Plan for Peer Participation (i.e., Circle of Friends, peer buddies, tutors, IEP & Planning team members) in School & Non-School Activities	Peers will participate in Mapping session at end of 2nd month. Will develop core group of Peers before Mapping.			
⑧	Complete Schedule/Matrix of Activities Across the Week	See work sheet - IEP Goal Activity Matrix spec. Ed. Teacher needs to Develop instruc. programs			
⑨	Revise & Implement IEP / Instructional Programs	New IEP. Hold meeting in Nov. spec. Ed. Teacher continue to develop Inst Programs + measurements			
⑩	Continue ongoing planning meetings to revise program and and provide support to student & team members	ongoing planning meetings 1x mo Peer meetings 2x mo.			

Adapted from: York, J., Vandercook, T., Macdonald, C., & Wolf, S. (Eds.) (1989). Strategies for full inclusion. Minneapolis, MN: University of Minnesota, Institute on Community Integration.

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Individualized Program Planning Process

Steps to Complete	Actions Needed	Person(s) Responsible	Begin By	Complete By
① Identify Team Members & Logistics for Meetings				
② Identify Team Roles Complete Interviews & Inventories				
③ Review / Summarize Information from Interview & Inventories Identify Initial Goals & Objectives				
④ Complete Classroom/School Activity Analysis				
⑤ Complete Individual Activity Analysis for Difficult Steps				

	Steps to Complete	Actions Needed	Person(s) Responsible	Begin By	Complete By
⑥	Identify Existing Available Resources & Resources Currently Provided to Student				
⑦	Plan for Peer Participation (i.e., Circle of Friends, peer buddies, tutors, IEP & Planning team members) in School & Non-School Activities				
⑧	Complete Schedule/Matrix of Activities Across the Week				
⑨	Revise & Implement IEP / Instructional Programs				
⑩	Continue ongoing planning meetings to revise program and and provide support to student & team members				

Adapted from: York, J., Vandercook, T., Macdonald, C., & Wolf, S. (Eds.) (1989). Strategies for full inclusion. Minneapolis, MN: University of Minnesota, Institute on Community Integration.

INTERVIEW/INVENTORY SUMMARY SHEET

Student: Jake 1st Grade

Significant Other Priorities/Student Likes/Dislikes	Team Priorities	Age Specific Curriculum Needs	Basic Skill Needs, Formal Assessment & Medical Information
- Friends - General Ed Class 1st grade - Increase General Knowlodge - Express Feelings in non aggresive manner - Decrease Tantrum Property destruc. Head Banging Likes to be busy Likes routine Likes games w/ balls Dislikes change in routine Transition People too close	- Interaction skills w/ Peers - Friends - Expressive communication in non aggressive manner - 1st grade activities + curriculum - Self manage through transitions - Follow schedule - Share space + materials w/ peers - Ride general ed. Bus	- all academic areas - games w/peers - organized sports - ride bus w/ peers - conversation skills w/ peers - Home work	Need to continue w/ Non aversive behavior management strategies wears glasses allergy to dairy products

Potential Environments to Inventory (from above information & interview)

Classroom	School	Community Sites (Including work & recreation/leisure)	Domestic
1st grade classroom	- Cafeteria - Play yard - office - Library - Assembly routines	Local Restaurants School Bus Street Crossing T. Ball (aides husband is coach)	none

INTERVIEW/INVENTORY SUMMARY SHEET

Student: Erin

Significant Other Priorities/Student Likes/Dislikes	Team Priorities	Age Specific Curriculum Needs	Basic Skill Needs, Formal Assessment & Medical Information
Communication - yes/no - make choices - Friends - Stimulation - Participate in school activities w/same age peers - participate in community - physical well being - decrease drooling Likes: going out Boys soap operas	- work experince - friends - communication - increase levels of participation in age approp. activities school + community - Boy Friend - call-activated tape recorder	- grooming: hair, nails, make-up - class/school routines - school job - meal prep. - hang out - eat out (fast food) - shop for personal items - locker - Attend Classes w/ peers: - use the library - eat lunch w/peers	- communication (head switch or eye gaze) - Head control (head up) - swallow - use of vision - eating develop tolerance - standing, for circulation, hips in sockets - Assessment Is Deaf- & visual learner

Potential Environments to Inventory (from above information & interview)

Classroom	School	Community Sites (including work & recreation/leisure)	Domestic
Computer Sci Study Hall Art Classes? Home Room P.E. - Locker Rm. Home Economics	Passing Periods School Jobs? Cafeteria Snack Shop where do peers hang out for lunch Lockers/halls Library Office gym - work out Rooms School clubs	Foot ball games YMCA Pool Mall Fast food close to school	food prep.

INTERVIEW/INVENTORY SUMMARY SHEET

Student: ______________________

Significant Other Priorities/Student Likes/Dislikes	Team Priorities	Age Specific Curriculum Needs	Basic Skill Needs, Formal Assessment & Medical Information

Potential Environments to Inventory (from above information & interview)

Classroom	School	Community Sites (Including work & recreation/leisure)	Domestic

Jack B.
1st Grade

Classroom Activity
Analysis Worksheet

Page 1

Classroom Actitivy			Appropriate for the Student?									Alternative Activites for Students				Skills in Need of Training
ACTIVITY	PERS. RESP.	Location/Activity	As is		W/adapted materials		W/adapted curr./goals		w/Personal assistance		Specific Adaptations	Activity	Locational/Grouping	Person Responsible	Materials	
			YES	NO	YES	NO	YES	NO	YES	NO						
Bus	Driver Peers	com.							✓		Needs to sit Front w/ Peers.					
Recess	Yard Teacher Peers	yard.					✓ rules				Adaptations in games.					
Opening	T.	class Rug			✓ schedule						Picturebook Scheaule Behav. Chart					
Math stations/Activities	Sp.T. + T.	class stations desks			✓		✓				calculator					
Activity Time		class stations				✓					selection chart					
Recess	Yard Teacher Peers	yard					✓ game rules		✓		assistance to come in					
Reading Spelling writing Activities	T. Peers sp.T	Desks					✓		✓		Adapted Reading Program					
Journals							✓		✓							
Lunch/Recess	Caf. Super Peers	Cafeter.					✓				watch for dairy Prod.					
Silent Reading	T	class	✓													

Thousand, J.S. (Proj. Director) (September, 1986). The Homecoming Model: Educating students who present intensive educational challenges within regular education environments.

Jack B.
1st Grade

Classroom Activity Analysis Worksheet

Page 2

Classroom Actitivy			Appropriate for the Student?									Alternative Activites for Students				Skills in Need of Training
ACTIVITY	PERS. RESP.	Location/ Activity	As is		W/adapted mateials		W/adapted curr./goals		w/Personal assistance		Specific Adaptations	Activity	Locational/ Grouping	Person Responsible	Materials	
			YES	NO	YES	NO	YES	NO	YES	NO						
- Story Time	T Peers	class Rug	✓													
Science Projects/ Social studies	T Peers Aide	Class					✓		✓							
Art, music or Library	T. Peers	class or Library	✓						✓		assistance w/ Transition Behav. chart + schedule					
Activity Time	T Peers	Class	✓						✓		Picture menu					
Bus	Peers	Com.														
												Wed. lunch community Training Restaurants	community w/2 Peers	Spec. Ed. Teacher	Dollar Bills Dollar + 1 strategy Behavior chart	Menu reading Street crossing Behavior in Restaurant

Thousand, J.S. (Proj. Director) (September, 1986). The Homecoming Model: Educating students who present intensive educational challenges within regular education environments.

Classroom Activity Analysis Worksheet

Classroom Actitivy			Appropriate for the Student?									Alternative Activites for Students				Skills in Need of Training
ACTIVITY	PERS. RESP.	Location/ Activity	As is		W/adapted materials		W/adapted curr./goals		w/Personal assistance		Specific Adaptations	Activity	Locational/ Grouping	Person Responsible	Materials	
			YES	NO	YES	NO	YES	NO	YES	NO						

Thousand, J.S. (Proj. Director) (September, 1986). The Homecoming Model: Educating students who present intensive educational challenges within regular education environments.

Classroom Activity
Analysis Worksheet

Classroom Actitivy			Appropriate for the Student?									Alternative Activites for Students				Skills in Need of Training
ACTIVITY	PERS. RESP.	Location/ Activity	As is		W/adapted mateials		W/adapted curr./goals		w/Personal assistance		Specific Adaptations	Activity	Locational/ Grouping	Person Responsible	Materials	
			YES	NO	YES	NO	YES	NO	YES	NO						

Thousand, J.S. (Proj. Director) (September, 1986). The Homecoming Model: Educating students who present intensive educational challenges within regular education environments.

Erin.

Student Schedule For H. S.

Period	Subject/IEP GOALS	Room	Class Teacher Special Ed. Staff	Days
① 8:00	Therapy	Gym	P.T.	M-F
*	Passing Period(s)		T.A.s	M-F
②	Home Room	106	Class Teacher 2 T.As	M-F
③	Home decorating/ Standing, communication, choice, social	#8	class T. 2 TAs	M-F
④	Office Job. greeting, routine, Recorder	office	office staff Principal TAs	M-F
⑤	Computor - com. board. switches - games	com. Lab	speech Ther. class T. T.As.	M. W
⑤	Home Econ. Meal Prep Grooming	#12	class T. T.As.	T Th F
⑥	Lunch - hang out eating	quad.	Spec. Ed. Aide + T.As	M W F
⑥-⑧	Lunch community community training	—	Spec. Ed. Teacher T.As	T. Th
⑦	Study Hall - magazine slide show community Prep.	Library	Aide + TAs	M.W.F.
⑧	Film	210	aide + T.As	M-Th alternate Fridays
⑧	circle Friends meeting	counseling 2B	aide, T.As Therapists Parents, Teachers	Alternate Fridays
*	Pep Rallys		Sister + T.As	
*	Foot Ball Games			

Student Schedule For __________________

Period	Subject/IEP GOALS	Room	Class Teacher Special Education Staff	Days

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IEP Goal – Activity Matrix

X = Formal Instruction, P = Practice

GENERAL EDUCATION ACTIVITIES

IEP GOALS	Bus	Recess	opening	math	Free Time	Reading	Spelling	Writing	Journal	Lunch	Story Time	Science	Social Studies	music	Library
Initiate interaction w/ Peers															
Monitor own behavior															
Transition Indepen.															
Conversation skills w/ Peers															
Grade 1 reading - comprehension - word attack - fluency															
share materials															
Take Turns															
spelling core vocab.															
write name															
copy sentence															
Draw person															
single diget addition/sub.															
coin recognition															
Basket ball + Kickball Rules															
Follow classroom Routines															
Computor games															
General Knowledge															

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IEP Goal - Activity Matrix

X = Formal Instruction, P = Practice

GENERAL EDUCATION ACTIVITIES

IEP GOALS															

Activity Assessment
Classroom/School

Activity: Journal
Objective(s):

Student: Jack B.

Wk 1 Date:

Wks. 2-3 Dates: Training

Inventory Activity/ Routine	Student Performance (+, –)					Adaptations	Who Provides Support	Strategies
1. Get Journal Difficult Steps: Transition from previous activity	–	–				-Schedule -Self Check Behavior Sheet	Teacher	Remind to look at schedule Reinforcement schedule
		–						
2. write story Difficult Steps: writing Spelling	–	–				Tells story Peer writes He copies	Peer	
		+						
3. Draw Picture Difficult Steps: People	–	–				Show picture Person in Picturebook folder/ Peers draw models	Peers	
		+						
4. Read to Teacher Difficult Steps:	+	+					Teacher	
		+						
5. Put Journal away Difficult Steps:	+	+					None	
		+						

Activity Assessment
Classroom/School

Activity: Office Job - Deliver Scantron
Objective(s):

Student: Erin

Wk 1 Date:

Wks. 2-3 Dates: Training

Inventory Activity/ Routine	Student Performance (+, –)	Communication	Routine	Physical		Adaptations	Who Provides Support	Strategies
1. Sign in for work	–	1) –	1) –	2) –		Pre recorded Tape-operated by chin switch	Sp. Teacher (Fade Teacher)	Train switch + routine/when to use
Difficult Steps: 1-greet 2-Sign in		1)+	1) – 2) –	2)+		Peer Partner signs in	Peer	
2. Collect Materials	–		1) – 2) –	2) –			office staff	Will learn Routine w/ Practice
Difficult Steps: 1. -Location 2. -can't hold materials			1) – 2) –	2) –		Peer + Office staff Put materials in basket	Peer	
3. Delivery	–	1) –	2) –	2) –		Peer Partner gives/Takes materials		Will learn Route w/ Practice
Difficult Steps: 1. -greet 2. -give + collet materials 3. - Route		1)+	3) –	2) –			Peer	Teach to close thumb fingers when materials given by peer
4. Put materials away-office	–	1) –	2) –	2) –				Will learn routine w/ Pract
Difficult Steps: 1. - greet 2. - Put materials away		1)+	2) –	2)+		Peer Puts materials away		
5. Sign Out	–	1) –	2) –			Tape message		
Difficult Steps: 1. -Good bye 2. sign out		1)+	2) –			Peer Signs out.		

Activity Assessment
Classroom/School

Activity: ______________________
Objective(s): ______________________
____

Student:

Wk 1 Date:

Wks. 2-3 Dates: Training

Inventory Activity/ Routine	Student Performance (+, –)					Adaptations	Who Provides Support	Strategies
1. Difficult Steps:								
2. Difficult Steps:								
3. Difficult Steps:								
4. Difficult Steps:								
5. Difficult Steps:								

INDIVIDUALIZED PROGRAM PLANNING PROCESS

Part I:

As a team go through the steps of the individualized program planning process for one of your students. For each step in the program planning process identify strategies & resources which need to be developed at your school to plan and implement a full inclusion program for this student.

Part II:

Do a quick review of the planning process to identify the top three priority areas to work on (Possible Strategies & Resources to be Developed). Begin your action plan on these areas.

TEAM ACTION PLAN

Our major goal is: ____________________

ACTIVITIES	EXPECTED OUTCOMES	PERSON(S) RESPONSIBLE	TIMELINE

ACTIVITY
GROUP VISION

"INCLUSION DOESN'T BEGIN WITH A BLUEPRINT BUT OFTEN WITH A DREAM, A DESIRE, A HOPE..."
(FOREST, 1990)

1. Take a few minutes to think about your personal vision for full inclusion at your school site.

"WHEN YOU DREAM ALONE IT IS ONLY A DREAM, BUT WHEN YOU DREAM TOGETHER IT IS THE BEGINNING OF REALITY." (Dom Helder Camera)

2. Share your ideas with your group. As a group write one statement which summarizes your group's vision.

FINAL ACTION PLAN

Review the action plans you have started for each section. Develop one action plan for integration which includes the priority areas identified in your previous plans. Prioritize, add on to specific areas and identify how this can best be introduced and shared at your school site.

TEAM ACTION PLAN

Our major goal is: ____________________

ACTIVITIES	EXPECTED OUTCOMES	PERSON(S) RESPONSIBLE	TIMELINE

TEAM ACTION PLAN

Our major goal is: ______________________________

ACTIVITIES	EXPECTED OUTCOMES	PERSON(S) RESPONSIBLE	TIMELINE

Sample Goals for Team Action Plans

1. Conduct school site assessment of campus and building modifications to provide accessibility.

2. Plan to return all students to their home school within the LEA.

3. Conduct inservice education programs for administrators and school staff on best integration practices and strategies.

4. Involve parents of nondisabled and disabled students in the integration planning process through open meetings, announcements of the planning progress, solicitation of parents' advice, etc.

5. Identify program support needs related to integration: curriculum support, related services, general problem solving and other support functions.

6. Develop an effective means of communicating information about new programs and existing programs and issues to other administrators, to teacher, to parents, and to the community at large. Specific communications strategies include: visibility in local media (e.g., newspapers, radio shows, even television talk shows and news), school district and program newsletters, memos, special mailings, open houses, presentations to community groups, advisory groups, brochures, program descriptions, parent handbooks, staff handbooks, annual progress reports, and multi-media presentations.

7. Develop a school site integration planning/review committee, charged with facilitating integration/interactions in your schools, reviewing the results and modifying efforts based on the results.

8. Develop a school integration checklist to evaluate the extent of integration and identify the most appropriate areas to be developed.

9. Develop an administrator/staff manual on integration that can be used to foster support for integration efforts.

10. Develop peer tutor programs in which students without disabilities teach peers with disabilities.

11. Develop a Special Friends Program (peer buddies, Circle of Friends program), which promotes social relationships between students with and without disabilities.

12. Develop an after-school social club involving integrated recreational activities.

13. Infuse information and interaction experiences into the general education curriculum.

14. Develop regular class placement opportunities, with support, for students with disabilities.

15. Develop/revise the IEP planning process to include integration/interaction goals and activities.

16. Develop opportunities for students with disabilities to participate in school-service activities already engaged in by students without handicaps.

Schools Are For All Kids
Evaluation

Location　　　　Role　　　　Date

NOTE: **Circle the number that best indicates your appraisal of each item. (1 = negative response; 5 = positive response)**

		No				*Positively Yes*
1.	Were the objectives of this workshop clearly communicated?	1	2	3	4	5
2.	Were the objectives appropriate (i.e., relevant and important) given the purpose of the workshop?	1	2	3	4	5
3.	Were the methods used by the discussion leaders(s) appropriate (use of visual aids, handouts, question and answer, demonstrating, etc.)? That is, did they help to communication the concepts or the intended message?	1	2	3	4	5
4.	Was there adequate individual and/or group participation in this workshop?	1	2	3	4	5
5.	Was the content of the workshop presented in a way that demonstrated how ideas could be put into practice?	1	2	3	4	5

What did you like best about this session?

What could have been improved in this session?

Additional Reading List

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